DOCUMENT RESUME

ED 240 421 CG 017 250

AUTHOR Gottfredson, Gary D.; And Others

TITLE The School Action Effectiveness Study: Second Interim Report, Part II. Report No. 342.

INSTITUTION Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

SPONS AGENCY Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.; National Inst. of Education (ED), Washington, DC.

PUB DATE Oct 83

GRANT 80-JN-AX-0005; 82-JS-AX-0037; NIE-G-80-0113

NOTE 435p.; Some tables are marginally legible because of small print. For the Second Interim Report, Part I, see ED 237-892; for the First Interim Report, see ED 222 835.

PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC18 Plus Postage.

DESCRIPTORS Art Activities; Delinquency Prevention; Delivery Systems; Dropout Prevention; Educational Counseling; Educational Environment; Educational Improvement; Employment Counselors; *High Risk Students; Intervention; *Nontraditional Education; *Outcomes of Education; *Program Effectiveness; Program Evaluation; Program Implementation; Recreational Activities; Secondary Education; *Secondary School Students; Student Development; Youth Problems

ABSTRACT

This report, the second part of a longer study prepared by the Delinquency and School Environments Program, further describes interim results of the program's national evaluation of the Office of Juvenile Justice and Delinquency Prevention's (OJJDP's) Alternative Education Program. The report consists of evaluations of 14 specific projects: (1) Compton Action Alternative School; (2) Project STATUS; (3) Project RETAIN; (4) The Milwood Alternative Project; (5) Project PREP; (6) The Jazzmobile Alternative Arts Education Project; (7) Otro Camino; (8) Project PATHE; (9) Virgin Islands Alternative Education Project; (10) Academy for Community Education; (11) Alternative Education for Rural Indian Youth; (12) Plymouth Alternative Education Project; (13) Educational Improvement Center--South Alternative Education Project; and (14) Jewish Vocational Services Alternative Education Project. The projects provide alternative education programs for high risk junior high and high school students and several include art, recreation, or vocational activities as well as education programs. The effectiveness of the school in promoting student development while preventing dropping out and delinquency is evaluated in these studies. (JAC)

****

* Reproductions supplied by EDRS are the best that can be made *

* from the original document. *

****

ED240421

THE SCHOOL ACTION EFFECTIVENESS STUDY:

SECOND INTERIM REPORT

PART II

Gary D. Gottfredson, Denise C. Gottfredson, and Michael S. Cook

Editors

Report No. 342

October 1983

This work is supported primarily by Grants No. 80-JN-AX-0005 and 82-JS-AX-0037 from the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, and in part by Grant No. NIE-G-80-0113 from the National Institute of Education, U.S. Department of Education. The opinions expressed do not necessarily represent the position or policy of any agency.

Center for Social Organization of Schools
The Johns Hopkins University
3505 North Charles Street
Baltimore, Maryland 21218

CG 017250

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

John H. Hollifield

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

The Center

The Center for Social Organization of Schools has two primary objectives: to develop a scientific knowledge of how schools affect their students, and to use this knowledge to develop better school practices and organization.

The Center works through three research programs to achieve its objectives.

The School Organization Program investigates how school and classroom organization affects student learning and other outcomes. Current studies focus on parental involvement, microcomputers, use of time in schools, cooperative learning, and other organizational factors. The Education and Work Program examines the relationship between schooling and students' later-life occupational and educational success. Current projects include studies of the competencies required in the workplace, the sources of training and experience that lead to employment, college students' major field choices, and employment of urban minority youth. The Delinquency and School Environments Program researches the problem of crime, violence, vandalism, and disorder in schools and the role that schools play in delinquency. Ongoing studies address the need to develop a strong theory of delinquent behavior while examining school effects on delinquency and evaluating delinquency prevention programs in and outside of schools.

The Center also supports a Fellowships in Education Research program that provides opportunities for talented young researchers to conduct and publish significant research and encourages the participation of women and minorities in research on education.

This report, prepared by the Delinquency and School Environments Program, describes further interim results of the program's national evaluation of the Office of Juvenile Justice and Delinquency Prevention's (OJJDP's) Alternative Education program. The first interim results were reported in CSOS Report No. 325, April 1982.

School Action Effectiveness Study Staff

The Johns Hopkins University

Gary D. Gottfredson, Project Director
Denise C. Gottfredson, Associate Research Scientist
Michael S. Cook, Associate Research Scientist
Donald E. Rickert, Jr., Research Analyst
Helene Kapinos, Data Technician
Lois Hybl, Secretary
Andrea Nuzzolo, Research Assistant
Robert Kirchner, Student Research Assistant
Abhijit Mazumder, Student Research Assistant
Stuart Gavurin, Student Research Assistant
Norm Ringel, Community Psychology Intern

Social Action Research Center

J. Douglas Grant, Project Advisor
Deborah Daniels, Research Associate
Jane St. John, Research Associate

Federal Project Officers

National Institute for Juvenile Justice and Delinquency Prevention

Barbara Tatem Kelley, Project Officer

Special Emphasis Division, Office of Juvenile Justice and Delinquency Prevention

Roberta Dorn, Project Officer
Catherine Sanders, Project Officer

Technical Assistance Division, OJJDP

Mary Santonastasso, Project Officer

Technical Assistance

Polaris Research and Development

Noel Day, Project Co-Director
David Sheppard, Project Co-Director
Monseratte Diaz, Project Associate
Michelle Magee, Project Associate
Johannes Troost, Project Associate

Table of Contents

Part II: Interim Evaluations of Specific Projects

Compton Action Alternative School: Second Interim Report . 143
G. D. Gottfredson, D. C. Gottfredson, and M. S. Cook

Project STATUS: Second Interim Report 163
D. K. Ogawa, M. S. Cook, and G. D. Gottfredson

Project RETAIN, Chicago Board of Education: Evaluation Report 197
J. St. John

The Milwood Alternative Project: Second Interim Report . . 227
M. S. Cook

Project PREP: Second Interim Report 267
D. K. Ogawa and G. D. Gottfredson

The Jazzmobile Alternative Arts Education Project 285
D. E. Rickert, Jr.

Otro Camino: Second Interim Report 323
J. St. John

Project PATHE: Second Interim Report. 347
D. C. Gottfredson

Virgin Islands Alternative Education Project 393
J. St. John

Interim Quantitative Evaluation of the Academy for Community Education 407
D. E. Rickert, Jr.

Alternative Education for Rural Indian Youth: Lac Courte Oreilles 415
M. S. Cook

Plymouth Alternative Education Project: Second Interim Report 439
M. S. Cook

Educational Improvement Center--South Alternative Education Project: Second Interim Report 471
D. E. Rickert, Jr.

Jewish Vocational Services Alternative Education Project: Evaluation Report 505
M. S. Cook

Compton Action Alternative School: Second Interim Report

D. K. Daniels and G. D. Gottfredson

Abstract

The Compton Action Alternative School (formerly the Compton Action Center for Youth Development, CACYD) is a delinquency prevention demonstration project sponsored by the Office for Juvenile Justice and Delinquency Prevention (OJJDP) as part of the OJJDP Program in Delinquency Prevention through Alternative Education. CACYD has evolved over the course of its first two years in ways that appear to have strengthened it as a delinquency prevention project. Interim results based on student self-report suggest that the project has been remarkably effective in altering a number of student characteristics that delinquency prevention theory implies must be altered to prevent delinquent behavior, and student self-reports of delinquent behavior are significantly lower than the self-reports of a control group. The self-report data must be interpreted with caution, however, because of some evidence of differential validity for treatment and control group members. Problems with the retrieval of some archival data on official delinquency and other outcomes limit the assessment reported here. New data have very recently become available to strengthen the present analyses, and this report should be regarded as tentative. It is subject to revision as new results emerge.

The Compton Action Alternative School (CACYD) has gone through a developmental sequence that parallels the development its clients must go through. That is, just as its clients must first come to see themselves as students and then learn the behaviors associated with being students, CACYD first had to establish its identity as a school. Two years ago the CACYD was a youth and family counseling center called the Compton Action Center for Youth Development (hence the acronym) with a mini-school component providing only short-term services for Compton Unified School District (CUSD) students. For the first year it concentrated its energies on becoming a school--and it attempted to teach its clients that one of the things a student does is come to school. In its second year, the Center placed emphasis on refining its interventions designed to achieve affective and behavioral objectives, and it tried to teach its clients the behaviors associated with being students, to have confidence in their abilities in the school environment, and to have confidence in the staff's concern about their educational progress.[1]

This second interim report supplements an earlier report (Daniels, 1982) which should be consulted for a basic overview of this project and an account of earlier activities.

[1] In the third year (1982-83) the Center is emphasizing academics.

Programmatic Changes in the Second Year

The Center's clients are youths who have not adapted well in a traditional school setting. In all likelihood they were regarded by their teachers in the public schools as "slow" or "troublesome," student characteristics generally regarded as undesirable in public education. The Center's approach to these clients is to tell them that they can learn. For those who are slow learners, instructors provide as much time and repetition of the material as it takes for them to learn what is being taught. They also aim to provide enough opportunities for them to succeed that they can begin to realize they can learn. This process is intended to lead students to come to understand that it is OK go be slow; and that it is important that they can learn nevertheless. To promote this learning, CACYD implements its concept of personalized education. This term means individualized education with educational aims broadly construed, i.e., not limited to academic concerns but also to the affective and behavioral domains. The Center assumes that different motivators, teaching styles, and materials may be most effective for different students; and it assumes that different interpersonal styles may be effective for different students.[2]

As a part of the personalized educational approach, Individualized Education Plans (IEPs) were prepared for all students by each instructor. The intention was for the plans to include an assessment of each student's skills at entry or the beginning of the school year, individual academic and behavioral objectives, and plans to meet those objectives. The plans were to be revised and updated every five or six weeks. At each periodic update, the plans were to specify whether the student was meeting the objectives and to update the objectives or the methods and materials to be used in the coming period to assist the student in achieving the objectives. The instructor was to inform each student of the plan. A review of a sample of these plans showed that the format did not include space for behavioral objectives and that academic objectives sought and plans to achieve them often needed to be more precise and detailed. Most of these plans were updated regularly as planned. Administrators are aware that additional attention is needed to improve the implementation of these IEPs. A revised form which is somewhat more specific in the information requested was introduced near the end of the second semester for use in the third year.

Academic credit was granted through the Compton Unified School District. The curriculum included (a) reading, (b) English, (c) mathematics, (d) social studies, and (e) computer-assisted learning. Whereas in the first year survival skills were included as modules in each class, in the second year a separate class was established that exposed students to tasks such as the completion of job application blanks, letter writing, completion of rental application forms, and understanding gas and electric bills. Unlike CUSD schools, where classes extend into the afternoon, at the Center classes are held until 1:30 p.m., including half an hour for lunch.

---

[2] Unlike the first and second years, each student took a battery of tests in the third year (the Gates and California Achievement Test). These tests were used to place students in achievement groups, a procedure also not used in the first and second year.

Interviews with staff, and direct observation, indicate that most instructors attempt to individualize instruction, but additional work may be needed to achieve individualization in all classrooms. Some staff have also expressed a desire for assistance in improving their teaching methods, and a desire to make the curriculum more experiential.

The Typical School Day

The typical day starts off with a half-hour "morning meeting," or assembly. This meeting was initiated as an incentive to get students to school on time (and is also viewed as a vehicle for promoting student participation and capacities to plan and identify problems). Staff members who rotate through this responsibility share responsibility for running the morning meeting with two students. It is generally held as an open forum, where students debate, make presentations, and plan for daily events. Issues to be taken up by the student government are developed in the morning meetings. Students planned and implemented several activities this year that were based on ideas that arose in these morning meetings. The largest such undertakings were a prom and graduation which they initiated and helped to plan, and a week of debates known as "The Great Debate." All students and staff members participated in these debates. The topics debated were "Decriminalizing Marijuana," "Pre-Marital Sex," and "The Criminal Justice System."

After the morning meeting, students begin their academic course work. Some, for instance, began work on the Plato (computerized instruction) system. The on-line Plato system used in the first year was replaced with micro-Plato which uses discs. This smaller system offers fewer programs than the larger system, but eliminated problems with phone lines that were experienced in the first year. A teacher supervises this activity, supplementing work on the computer with classroom instruction and practice in work books. Students spend time working with PLATO every day.

Teaching Approach

No set formula for instruction is provided for staff (three full-time instructors, two half-time instructors, and a teaching aide), but general guidance has been provided. Four elements of effective teaching have been communicated to the staff by the project director: (a) "direct instruction," (b) time to exercise the skills to be transmitted, (c) time spent in review and exercise of the skills, and (d) testing to check for mastery. In addition, several training sessions for the staff in the Kawaida method were held. The method appears to be directed to enhancing self-esteem, identity, planfulness, and responsibility on the part of students by encouraging instructors to provide opportunities for the mastery of skills, recognition and reinforcement of success, and acceptance. The method was developed by Gary and Maye Beale who drew heavily on an unpublished dissertation by Joseph White. The materials we have seen seem to draw heavily on the popular writings of Glasser (1969; 1975).

---

3. In the third year a student government has assumed the responsibility for running the morining meeting.

Additional Educational Features

Several kinds of activities occur either periodically or occasionally to supplement the day-to-day routine:

Career day. The Center's community advisory committee helped sponsor a career day in which a number of professionals, including a police officer, came to the school to discuss their work with the students. The staff felt an important feature of this career day was that it was the first time that many professionals had an opportunity to talk to so-called "bad" students in a positive setting, and vice versa.

Informal student-staff interaction. As an approach to providing rewarding social interactions between students and teachers that are not provided in traditional school structures, staff are expected to spend time with students by engaging in non-academic interaction. An example of this form of interaction is the potluck lunches and dinners involving parents and students.

Formal interaction. Field trips to an amusement park, a museum, some local colleges and universities, and to sports and entertainment events were carried out.

A partial token economy. Near the end of the second year, the Center began to implement a partial token economy system. Students could earn tokens for class attendance and participation that could be redeemed in a recreation area to play pool or engage in other activities.

Student government. A student government was formed with eight elected members. The government initiated ad hoc committees involving other students to plan and implement activities such as a fundraiser for a field trip and the revision of rules that govern student behavior.

Maintenance-employment activity. As one way to help solve a graffiti problem during the second semester, two students rotated through jobs to keep the Center clean. Students must sign in, and they are expected to learn conventional work habits. They are paid for two hours work and volunteer for two hours of work. The students holding these jobs are recommended by the staff, and this work assignment is sometimes used as a reward for achieving a goal or as an incentive to improve when a student is not achieving goals.

Mentors. Attempts were made again to implement the mentor program that was unsuccessful in the first year. Again, this attempt was not totally successful, although some community involvement was achieved. One UCLA student conducted two projects with students, but attempts to recruit mentors from other closer colleges failed, partially because of cutbacks in work study funds and partially because of a reported lack of interest on the part of the college students. Prior to cuts in CETA funding, some CETA workers were employed by the Center to work with students in the mentor role. Although students apparently related better to CETA workers than to college students, and students undertook projects such as constructing Easter baskets for disabled children, funding cuts prevented this activity from continuing.

Task orientation and atmosphere. Two additional features of the educational environment were salient in students' responses to an interview question. When asked what they would tell someone about the Center if asked to describe it, the most common response was that students have to get their work done everyday. Student responses to interview questions also emphasized that they felt good about themselves and the staff, that they felt relaxed, as though they could learn, and that they were sure the staff was concerned about them learning.

Parent and Community Activities

Parents. Formal parent training was planned, and six workshops were held. The topics covered were "How the CUSD Functions," "A Candidates Forum for Persons Running for the CUSD Board of Trustees," "Parenting Adolescents," "Preventing Drug and Alcohol Use by Teens," "Gang-Oriented Youth," and a "Family Afternoon." The last of these was a pot-luck meal shared by parents, students, and staff at which the workshop series was reviewed. The response on the part of participants was reportedly favorable, but only six or seven parents participated in all the workshops. (The first two workshops drew approximately 35 participants.) Considerable parent contact and involvement was achieved in other ways. This included communication with parents when students were absent, a parent council, and parent participation in Center activities.

Parents were contacted by telephone when students were absent. Although this is a difficult activity to conduct, and although many students of the Center live in nontraditional families, this was a regular and recurring activity.

A seven-member parent council held meetings about once per month during the year. This council was primarily a discussion and support group for parents.

The project manager has observed that parents seem to respond better to requests to participate in school activities than to requests to attend meetings. Accordingly, parents have been encouraged to engage in activities such as the career day and a car wash. This appears to be a fruitful approach, and suggests that parent involvement in school activities might be fostered by providing them with meaningful roles in the conduct of a school's activities. An attempt has also been made to get parents involved in the student contracts involving educational plans, but this has not met with great success nor been attempted as regularly as had been envisioned.

Community. A 13-member community advisory council has been formed. It includes a Compton attorney, business persons, representatives of the probation and narcotics parole departments, a clergyman, a Congressional staffer, and two students. We have not interviewed any of these individuals about their roles, but the function of the committee is reportedly to give advice, to provide an indication of community sentiment, and to help develop good will for the Center and help it to solve problems.

The Center encouraged informal community participation in other ways. For example, a community member dropped in, volunteered to tutor, and did so for a number of weeks. And a local liquor store owner contributed to and participated in student-sponsored activities.

Other Project Improvements

Staff turnover was high in the Center's first year. Staffing was stable in the second project year. One teaching aide was dismissed because she was associated with a gang, and the Center wanted to be perceived as neutral with respect to competing gangs in the community. Quarterly staffing reports show that, exclusive of CETA workers, the project had 8.4 full-time equivalent workers through May, 1982, with no turnover during the year until that time. The project staff decreased by one person in May, one full-time and one 70% time worker June, and one person (the principal) in August, 1982. Two full-time CETA workers were lost in May when their time allotment in the program expired.

The Center has engaged in planning using the PDE method more fully in its second year of operation. It has developed its activities according to a more fully specified plan, and it has involved more staff members regularly in the formal planning process. Although all staff members do not view the PDE method as equally useful, nor do all use it in equal amounts, most staff members know about the Center's PDE plan and were able to explain how planning following this method works.

Difficulties with on-site evaluation activities experienced in the first year have ceased, and the on-site evaluator is doing an excellent job of implementing evaluation-related activities.

Progress Towards Institutionalization

We define the institutionalization of a program as a condition in which no special effort is required to maintain its operation as a part of the status quo, and in which considerable effort would be required to end or modify the program. By this definition, the Center is clearly not yet institutionalized. It appears to be making progress towards institutionalization in the sense that obstacles to its operation are decreasing somewhat and it is acquiring some of the trappings of an institution.

The only noticeable opposition to the Center's activities has come from the police who feel that additional security is required for the Center to remain in operation in its present location. (There was one serious gang intrusion into the center this year.) The Center's advisory committee has been of some help in interacting with the police department. In addition, the Center's participation together with the police in the District's Clean Sweep Program has increased respect for the Center on the part of the police, as well as other community entitites. One CUSD school principal has shown some opposition, but this is not considered serious.

In the second year, the Center's clients were carried on the CUSD rolls and received lunches through a CUSD program. There are additional signs that the Center's relations with the district are becoming more positive. Project managers now know more key people in the district and the new acting superintendent (AS) is supportive of the Center's efforts. An interview with the AS implies that he views CACYD very positively and sees the Center as working closely with his schools. The Center's manager is a member of his Blue Ribbon Committee on School Change (chairing its subcommittee on educational change), and has been active in conducting surveys in CUSD schools intended to be helpful in planning programs to prevent CUSD teachers from alienating students. The Center's principal is a member of the district's disciplinary review committee. The AS plans to seek CACYD assistance in implementing and monitoring CUSD's efforts to increase individualization in instruction.

The Center managers and the AS both see the Center as an entity that should operate outside the public school system. The Center is intended to have a role of its own but to operate in cooperation with the CUSD to accomplish some common goals. Although the CUSD has provided some services and furniture for CACYD there are no plans for the district to provide any substantial financial support. The AS reports that he would help with funding if he had the funds, as it is he sees his role as helping the Center obtain outside funding.

Decreasing funding through the OJJDP grant may influence the project's ability to operate. Furthermore cuts in work-study funding for colleges in the area, and cuts in CETA, have decreased the availability of low-cost supplementary workers. The poor economic climate and decisions to reduce the Federal role in the support of social programs will almost certainly work to reduce the likelihood that the Center will achieve institutionalization.

Interim Summative Evaluation

Problems experienced in implementing the evaluation in the first project year have been resolved. Project personnel have zealously pursued evaluation activities with the result that the evaluation design is strong and has been well implemented. In all 80 students participated in the Center during the 1981-82 school year. Of these 48 (60%) were still in attendance at the end of the school year.[4] Attrition is accounted for as follows: involuntary withdrawn (primarily incarcerations), 15% of participants; left Compton, 12%; voluntary withdrawal (dropout), 4%; return to regular school, 4%.

Of the 91 students for whom we have data who participated in CACYD in the first year, 41 (45%) returned to the Center at some time during the second year. Of these 41 returnees, 66% were still in attendance at the end of the second year, 22% were involuntary withdrawals (primarily due to incarceration), 5% left Compton, 5% voluntarily withdrew, and 2% returned to a regular school. This pattern of student attrition implies that few students are voluntarily dropping out of school, and the largest source of attrition is incarceration of students in this high-risk population.

Methods

Assignment to treatment and control groups. Except for returning students (N = 41), students eligible for participation were assigned to treatment or to an untreated control group. Because of pressure from OJJDP to rapidly increase the number of participants in the school, however, assignment was not straightforward. Pressure to rapidly bring the number of students served up to an acceptable level required the following procedure: Between the start of the school year and 14 December 1981, a computer generated list of pseudorandom numbers was provided to the on-site evaluation coordinator. The list contained lines a random 80% of which carried a code for treatment condition and the remaining 20% a code for control condition. As youths became eligible for the program, their names were alphabetized and written in that order on the list. This procedure was intended to randomly assign 80% of eligible youths to treatment.

---

[4] Our best estimate of the percentage of participants who persisted until the end of the 1980-81 school year is 58%.

Once the Center was approaching the number of participants required by the sponsor, the ratio of treatment to control assignments on the list was reversed--80% were assigned to the control group and 20% to the treatment group. In all, 39 youths were assigned from a pool of eligibles to participate in the Center, and 54 were assigned to an untreated control group. During the first assignment period described above, a total of 25 youths were assigned to treatment and 10 youths were assigned to the control group. During the second assignment period, 14 youths were assigned to treatment and 44 were assigned to control. This departure from simple random assignment complicates the design somewhat.

Post-assignment checks. Checks were made to determine to what extent if any the pool of eligibles may have differed between early and late assignment periods. (These checks were necessary because treatment status is of course associated with period of assignment.) Variables on which earlier and later groups differed, net of treatment condition, are given (with *p* levels in parentheses) in the following list: withdrawal from school (.02), police contact (.08), Attachment to Parents (.08), School Effort (.05), school cutting (.05), Parental Education (.09), a composite index of School Nonattendance that is partially redundant with school cutting (.05), Rebellious Autonomy (.02), and Involvement (.01). In plain English, the pool of eligibles differed in important ways between the early and late assignment period. This means that unless the assignment period is taken into account, treatment and control groups would be expected to differ due to the ways they were composed in addition to any differences due to treatment.

A difference was also found between treatment and control groups on numbers of police contacts between 16 September 1980 and 22 August 1981 (i.e., the year before assignment). The treatment group (N = 38) had a mean of .16 police contacts in that year and the control group (N = 52) had a mean of .60 police contacts. Treatment students had fewer prior police contacts than control youths in both the early and late assignment periods, and the difference is statistically significant ($p < .004$) even when assignment period is statistically held constant. A close examination of the distributions implies that this difference can not be accounted for by outliers. For the treatment group the number of prior police contacts ranged from 0 to 4, with 55.3% having no prior contacts in the period examined. For the control group the number of prior police contacts ranged from 0 to 7, with 47% having no prior contacts in the period examined. The treatment and control groups differed somewhat in ethnic composition but this difference appears due to a difference in the composition of the eligible pools in the early and late assignment periods. The treatment group was 78% Black, and the control group was 91% black. This difference is not significant when assignment period is statistically controlled.

We do not know to what to attribute the observed difference in pre-intervention police contacts. One possibility is that insufficient time was allowed to elapse between the time a police contact may have occurred and the time the police records were searched for evidence of arrests. It is possible that because a disproportionate number of control youths entered the experiment in the late assignment period, more of their arrests were reflected in the data base because a longer period of time had elapsed between the arrest and the time the files were searched. On the other hand, the difference was observed for early and late assignment periods. We will continue to explore this issue and conduct new searches of the police contact data base to check on this hypothesis.

Analyses. To assess the effects of participation in the Compton project in the most direct way possible, a comparison was made of students who were assigned to participate and the control group taking into account the assignment period during which they entered the experiment.[5] Where deemed appropriate, statistical adjustments were also made for prior police record.

Measures. A single instrument, the School Action Effectiveness Study Student Questionnaire was used to collect information on both treatment and control students. This instrument is described elsewhere (Gottfredson, Ogawa, Rickert, & Gottfredson, 1982), and readers should consult that description for an account of some of its psychometric properties. This questionnaire was administered by the on-site evaluation coordinator in small groups or individually as necessary. The administration was closely supervised and resulted in high response rates for both treatment and control groups, and a low percentage of item non-response. Control group members were offered $5.00 for coming to a questionnaire administration. A total of 74% of treatment and 87% of control students were administered the questionnaire.

In addition, the on-site evaluation coordinator collected several other pieces of information from school and police records. This information included police records and school attendance and withdrawal information. The measures examined in this report are briefly described below:

---

[5] In technical terms, the approximate equivalent of a 2 by 2 factorial design with unequal cells was accomplished using the SPSS ANOVA procedure with option 10 on release 9 of that package (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975; Hull & Nie, 1981). This procedure involves a regression approach, where the statistical test for main effects involves the incremental contribution of each factor net of prior factors (in this case the assignment period during which a person entered the treatment or control groups) and covariates (prior police record when appropriate). The interaction effect (treatment by assignment period) is tested after main effects are entered into the model. If an interaction effect significant at the $p = .10$ level or less was found, data were analyzed separately by period. It was necessary to search for a main effect of treatment only after adjusting for assignment period because assignment period was significantly associated with a number of outcomes even when treatment was "controlled" out. We regard this procedure as a conservative test of treatment effects because, as a practical matter, the period during which students are assigned to treatment is associated with the duration of exposure to treatment. Thus, applying a statistical control for period of assignment tends to work against finding treatment effects if effect size is associated with duration of exposure, as might be expected. Dependable differences associated with both treatment condition and period of assignment have been assigned to period in the analyses. This is unfortunate, but protects the believability of the statistical

Withdrawal from school. Withdrawal from school, either voluntary or involuntary, is coded 1; any other observed outcome (left Compton, returned to school, or persisted in CACYD) is coded 0.

Any police contact. Any evidence of police contact for any offense during the period 16 September 1981 through 1 August 1982 according to a search of arrest records in the Hall of Records automated information retrieval system is coded 1. No evidence of police contact during that period is coded 0. Access to these records was gained through a court order.

Number of alleged offenses. This is the total number of offenses alleged during the period 16 September 1981 through 1 August 1982.

Attachment to parents. This is a questionnaire-based measure of "attachment," i.e. feeling close and wanting to be like parents. It is intended to measure an element of Hirschi's (1969) social bond.

Negative peer influence. This is a scale based on student reports that his or her friends get into trouble, do not like school, etc.

Attachment to school. This is a scale based on student reports that they like the school. It is intended to measure an element of Hirschi's (1969) social bond.

Belief in rules. This is a scale based on student reports that taking advantage of others and breaking rules or laws is not OK.

Interpersonal competency. This is a questionnaire-based measure of psychological health based on Holland and Baird's (1968) scale with the same name.

Positive self-concept. This scale measures students' self-esteem and conception of themselves as prosocial, law-abiding citizens.

Self-reported delinquent behavior. This scale is based on 19 items asking whether the respondent has committed various kinds of delinquent behavior during the past year.

Self-reported substance use. This is a subset of the previous scale, limited to the use of drugs, alcohol, and inhalants.

Self-reported serious delinquent behavior. This is a subset of the self-report delinquent behavior scale limited to the most serious of the offenses in that scale.

School punishment. This scale is based on students' reports that they have been punished in various ways in school for their recent school behavior.

School rewards. This scale is based on students' reports that they have been rewarded in various ways in school for their recent school behavior.

---

conclusions drawn.

Multivariate analysis of variance was precluded because of excessive missing data. Our inability to protect the univariate tests by performing multivariate analysis of variance first means that some differences may be expected by chance alone. We interpret univariate differences nonetheless, and this leniency seems to us to counterbalance the conservative handling of nonorthogonality in the design.

Victimization. This scale measures recent in-school victimization experiences.

Invalidity. This scale is intended to detect nonveridical responding. Reporting that one reads several whole books every day and that it is easy to get along with nasty people earns a high score.

School effort. This is a questionnaire-based measure of effort expended at school work.

Practical knowledge. This is a 7-item self-report measure of knowledge of several life competencies, such as how to balance a check book, arrange a trip out of town, or apply for a job.

Alienation. This is a self-report measure of feelings of estrangement from the social order.

Self-reported grades. This single-item measure is self-explanatory.

Self-reported reading ability. This single-item measure is self-explanatory.

Educational expectation. This is the response to a questionnaire item asking how far the person expects to go in school.

Work for pay. This measure is scored "1" if the respondent reported that he or she worked for pay during the past week, and "0" if the respondent indicated that he or she did not.

Regular job. This indicator is coded "1" if the respondent indicated that he or she holds a full- or part-time job, and it is coded "0" if the respondent indicates that he or she does not.

Suspension. This is a self-report of suspension from school during the current (Spring) term.

School non-attendance index. This is a two-item measure of class cutting and school cutting.

Rebellious autonomy. This scale is intended to measure an immature attitude of autonomy. A high score is earned by reporting that it is no one's business how the respondent spends his or her money, for example.

Involvement. This is a questionnaire-based measure of participation in some common school activities.

Results

Treatment-control group comparisons are presented in Table 1. Of 25 comparisons based on questionnaire measures, 18 significantly favor the treatment group.[6] One of these significant differences favors the control group. In one case a statistical interaction was found, meaning that the results differ depending on whether the youths were assigned to treatment or control conditions in the early or late assignment period.

---

[6] These significance tests are not independent. Indeed, some of them are largely redundant (specifically the three self-report delinquency measures, two of which are based on subsets of items in the overall measure). Therefore the significance levels shown in the table should be regarded as nominal rather than actual levels. Some of these significant differences may arise due to chance alone.

No significant difference occurs for any of the measures based on archival evidence shown in Table 1 (withdrawals, police contact, number of police contacts, suspensions, or grades).[7] The treatment and control groups were vastly different in officially reported suspensions, however. CACYD reported only six suspensions in the entire year. In contrast, 81.2% of control group youths were suspended at least once according to school records. (Because of differences in data collection methods this result is not tabled, and we have not calculated a significance test, but none is necessary. The difference is striking.)

A threat to interpretability. The one significant difference favoring the control group presents an important threat to the interpretation of the questionnaire results. Treatment students scored higher than control youths on the invalidity scale, a measure of non-veridical reporting. Accordingly additional checks of the validity of the self-report measures were made separately for the treatment and control youths. For the control group, the self-reported delinquent behavior scale correlates .54 ($N = 34$, $p < .001$) with the number of police contacts in the 81-82 period. For the treatment group, this correlation is -.01 ($N = 23$, n.s.).[8] This result implies that the credibility of the self-report delinquency measure is highly questionable.

Several other checks on the validity of self-report for the treatment and control groups are not reassuring. These checks are summarized in Table 2. Percentage of days in attendance calculated from archival data submitted for CACYD participants for the final quarterly reporting period by the Center correlates .31 ($N = 29$, $p < .10$) with the School Nonattendance index based on self-report. By comparison, total days of absence during the year based on CUSD records correlates .23 ($N = 41$, n.s.) with the School Nonattendance index. Self-reported reading ability correlates -.07 ($N = 29$, n.s.) with scores on a reading test the project used to assign students to levels in the Plato system and .05 ($N = 24$) with CACYD grades. No reading test was available for the control group, but self-reported reading ability correlates .16 ($N = 36$) with CUSD grades for this group. Self-reported grades correlates with grades according to official records -.21 ($N = 25$) and .10 ($N = 37$) for treatment and control groups, respectively. Finally, CACYD reported no administrative removals at all during its last reporting period, but 28% of CACYD participants ($N = 32$) reported having been suspended during the last school term. It is not possible, of course to calculate a correlation when there is no variation in one of the variables. Of control students, 81.2% (N = 48) were suspended at some time during the 81-82 school year, and 78% (N = 45) reported having been suspended during the last school term. The correlation between these two measures for the control group was only .04 (N = 43, n.s.).

---

[7] There is reason to believe that some errors may have been made that led to an underestimate of the number of withdrawals for control group youths. We are continuing to explore the completeness of the data in this regard. We are unable to compare treatment and control groups on archival attendance data at this time. We are also continuing attempts to explore these data.

[8] The N's vary due to missing data. Due primarily to selective non-response to these particular items, delinquent behavior self-reports were available only for 59% of treatment students ($N = 39$) and 64% of control group members ($N = 54$). This difference is nonsignificant. In contrast, police records were available for almost all treatment (97.4%) and control group (98.1%) youths.

In short, the evidence supporting the validity of self-reports for both treatment and control groups, but especially for the treatment group, is weak. In the case of suspensions, both self-report and archival data converge in implying much lower suspensions among the CACYD participants, although the level of suspensions implied by the two data sources differs.

Discussion of Interim Summative Results

According to the questionnaire measures, participation in CACYD has remarkably positive outcomes. The results based on information from archives are not so positive.

Limitations. Several limitations are important in assessing these results. The first, and most obvious, is that the administration of the questionnaire by a member of the CACYD staff may have created a subtle and unintentional but powerful demand for treatment youths to present themselves in a positive light. This demand may have been absent or less powerful for control group youths. Evidence suggests that this is a plausible interpretation of the results. Treatment students' scores on the Invalidity Scale were significantly higher than control youths scores. This scale is intended to be sensitive to careless responding or to an attempt to fake good. The elevated scores do not seem to be due to careless responding--visual inspection of the questionnaire booklets imply that they were carefully filled out and few items are skipped or marked in obvious patterns. Furthermore, the differential validity found for treatment and control groups for questionnaire-based measures for which there exists a parallel in the archival data accords with a hypothesis that treatment students attempted to create a good impression or otherwise responded in nonveridical ways.[9] And, the questionnaires were administered by a member of the Center staff who had frequent contact with the students and whom they may not have wanted to displease. On the other hand, respondents faking good might be expected to have reported fewer school punishments. The opposite result was found: Scores on the School Punishment Scale are significantly higher for the treatment group. These, and a number of other interpretations, are possible. CACYD staff, for example have suggested an explanation for the low correlation between actual grades and self-reported grades that involves the way student perceptions of their performance vary over time. Until further work is performed, many such interpretations are possible. On balance, the self-report results should be interpreted with caution.

---

[9] Hindelang, Hirschi, and Weis (1981) found differential validity for self-report measures similar to those examined here in their study of Seattle youths. Specifically, they found near zero validity coefficients for Black males who were officially delinquent. The pattern found here suggests limited validity for the control group (many of whom were officially delinquent) and even lower validity for for the treatment group.

A second limitation stems from the finding that treatment and control youths differed significantly in the number of police contacts during the year prior to the study period. The same pattern (control youths being more officially delinquent) holds for both the early and late assignment periods. This outcome could occur by chance given random assignment, or it could be a product of a breakdown in the randomization process.[10]

A third, and less threatening, limitation is due to the assignment of different proportions of eligibles to the treatment condition at different time periods. Despite the application of a statistical control for period of assignment, because the composition of the pool of eligibles differed between the two time periods some residual spurious association between youth characteristics and outcomes may exist in the results. An examination of treatment and control means separately for each time period suggests that this threat to interpretation is not highly plausible as an explanation of the results.

Implications. Although the interpretation of the self-report results is hazardous, the interim summative results based on the self-report measures suggest not only that CACYD participation has been remarkably effective in preventing delinquency, but also suggest some explanations of its effectiveness. Several known correlates of delinquent behavior were affected by the CACYD treatment. These include belief in rules, attachment to parents and school, self-concept (esteem), and involvement (measures of the social bond according to social control theory); negative peer influence (a measure of differential association); and school grades. Furthermore, the greater amount of school rewards and punishments reported by treatment students suggests that supervision and the consequation of behavior may be a major way in which these outcomes can be achieved. Although site visit observations and interviews with participants are by themselves generally untrustworthy sources of evidence, observations and interviews with students participating in the program nevertheless lend support to this interpretation. Likewise, observations of phone calls to parents when students are absent and of deliberate attempts of the staff to strengthen interpersonal ties with the students also support this interpretation.

Discussion of Other Observations

Our observations suggest some ways the project might be strengthened. First, the individualized education plans we examined can be strengthened greatly by (a) making them more concrete and specific, (b) reviewing and updating them more frequently, (c) providing specific consequences for meeting or failing to meet short-term objectives, (d) ensuring that the objectives and consequences are clearly understood by students, staff, and parents or guardians.

---

[10] The application of a statistical control for prior police records does not alter the statistical conclusion: net of assignment period and of prior police record treatment youths report fewer kinds of delinquent behavior than do control youths. Police records are not, however, stable covariates. The correlation of 80-81 police contacts with 81-82 contacts is low. The application of a statistical control for prior grades does not alter the statistical conclusion: net of assignment period and of prior grade-point average, treatment youths report receiving higher grades.

Second, although the principles of effective teaching suggested by the project manager accord with some literature on effective teaching (e.g., Brophy & Evertston, 1974; Crawford & Stallings, 1978; Gage, 1978) a formal structure for ensuring that these principles are followed precisely should be implemented to strengthen the academic component.

Third, observations and interviews with staff suggest that improvements in curriculum and teaching technology could strengthen the academic components. The use of well engineered educational technologies such as DISTAR (Becker & Carnine, 1980; Becker & Gersten, 1982) or various approaches to increasing the effectiveness of classroom reward structures (Slavin, 1977, 1982, in press) could add strength in this area.

Fourth, the intiation of a partial token economy appears to be a useful step. This step could be more fully elaborated along the lines developed in Achievement Place (Wolf et al., 1972; Levitt et al., 1981).

Brief Summary of Achievements in the Second Year

1. Staffing was stable during the second year, with no person leaving the Center until May of that year.

2. Of students who participated in the Center during the 1981-82 school year, 60% were still enrolled at the end of the school year.

3. The collection of information by the on-site evaluator was thorough and timely.

4. The relationship between the Center and the Compton Unified School District was strengthened.

5. The Center began the procedure of starting its school day with a youth initiated activity--a creative and interesting innovation.

6. Student reports imply that they felt positive about the alternative school and that they knew they were expected to learn.

7. Warm interpersonal relations between students and staff were developed.

8. Despite serious problems with gangs in the Compton community, students from rival gangs generally co-existed peacefully in the Center.

Recommendations

Our observations and analyses to date suggest the following recommendations:

1. Greater use of previously developed educational interventions and curricula to increase learning would probably strengthen the project's academic component.

2. The development of additional strategies to retain clients in the program for a longer period of time.

3. More active steps to secure sponsorship for the Center in the future must be taken if it is to continue to evolve.

4. Administration of student questionnaires in the Spring by a person unknown to the respondents, especially for the treatment group.

5. Closer replication of token economy systems developed and tested elsewhere to strengthen this project component, if it is to be continued.

6. Strengthening the individualized education plans by much more frequent review and greater specificity to increase their faithfulness to the characteristics of such plans described earlier.

7. In future efforts in this area, making arrangements in advance such that demands from a sponsor for service provision do not conflict with the demands of an orderly evaluation.

8. In future efforts in this area, making arrangements for randomization to be conducted off-site within a feasible time line, and allowing a longer period of time to elapse before searching archives for arrests.

References

Becker, W. C., & Carnine, D. W. Direct instruction: An effective approach to educational intervention with the disadvantaged and low performers. In B. B. Lahey & A. E. Kazdin, Advances in clinical child psychology (Vol. 3). New York: Plenum, 1980.

Becker, W. C., & Gersten, R. A follow-up of follow through: The later effects of the direct instruction model on children in fifth and sixth grades. American Educational Research Journal, 1982, 19, 75-92.

Brophy, J. E., & Evertson, C. M. Process-product correlations in the Texas Teacher Effectiveness Study: Final report (No. 75-21). Austin, Texas: Research and Development Center for Teacher Education, University of Texas, 1974.

Crawford, J., & Stallings, J. Experimental effects of in-service teacher training derived from process-product correlations in the primary grades. Paper presented at the Meeting of the American Educational Research Association, Toronto, March 1978.

Daniels, D. K. Compton Action Center for Youth Development: Interim report. In G. D. Gottfredson (ed.), The School Action Effectiveness Study: First interim report. Baltimore: The Johns Hopkins University, Center for Social Organization of Schools, 1982.

Gage, N. L. An experiment on teacher effectiveness and parent-assisted instruction in the third grade: Background and rationale. Paper presented at the Meeting of the American Educational Research Association, Toronto, March 1978.

Glasser, W. Schools without failure. New York: Harper & Row, 1969

Glasser W. Reality therapy: A new approach to psychiatry. New York: Harper & Row, 1975. (First published in 1965.)

Gottfredson, G. D., Ogawa, D. K., Rickert, D. E., Jr., & Gottfredson, D. C. Measures used in the School Action Effectiveness Study. In G. D. Gottfredson (ed.), School Action Effectiveness Study: First interim report. Baltimore: The Johns Hopkins University, Center for Social Organization of Schools, 1982.

Hirschi, T. Causes of delinquency. Berkeley, Calif.: University of California Press, 1969.

Hindelang, M., Hirschi, T., & Weis, J. Measuring delinquency. Beverly Hills, Calif.: Sage, 1981.

Holland, J. L., & Baird, L. L. An interpersonal competency scale. Educational and Psychological Measurement, 1968, 28, 503-510.

Hull, C. H., & Nie, N. H. (eds.). SPSS update 7-9: New procedures and facilities for releases 7-9. New York: McGraw-Hill, 1981.

Levitt, J. L., Young, T. M., & Pappenfort, D. M. Achievement place: The teaching-family treatment model in a group-home setting (Reports of the National Juvenile Justice Assessment Centers). Washington, D.C.: National Institute for Juvenile Justice and Delinquency Prevention, Office of Juvenile Justice and Delinquency Prevention, 1981.

Nie, N. H., Hull, C. H., Jenkins, J. G., Steinbrenner, K., & Bent, D. H. Statistical package for the social sciences (Second edition). New York: McGraw-Hill, 1974.

Slavin, R. E. A student team approach to teaching adolescents with special emotional and behavioral needs. Psychology in the Schools, 1977, 14, 77-84.

Slavin, R. E. Critical dimensions of classroom organization: A strategy for research-based instructional improvement. Baltimore: Johns Hopkins University, Center for Social Orgnization of Schools, 1982. (An earlier version of this paper was presented at the annual meeting of the American Educational Research Association, New York, 1982.)

Slavin, R. E. Cooperative learning. New York: Longman's, in press.

Wolf, M. M., Phillips, E. L., & Fixen, D. L. The teaching family: A new model for the treatment of deviant child behavior in the community. In S. W. Bijou & E. L. Ribes-Iresta (eds.), Behavior modification. New York: Academic Press, 1972.

Table 1
Overview of Tests for Differences between Treatment and Control Conditions

Criterion variable	Difference favors	F	df	p
Archival sources				
Withdrawal	control	0.08	1,67	.78 ns
Any police contact	control	0.23	1,89	.23 ns
Number of police contacts	treatment	2.69	1,87	.10 as
Grade-point average	control	0.84	1,89	.36 ns
Self-report				
Attachment to parents	treatment	6.84	1,68	.01 **
Negative peer infl.	treatment	0.27	1,68	.60 ns
Attachment to school	treatment	46.81	1,74	.001 **
Belief in rules	treatment	5.30	1,70	.024 *
Interpersonal competency	treatment	5.60	1,72	.021 *
Positive self-concept	treatment	2.04	1,65	.16 ns
Self-reported delinquent behavior	treatment	7.62	1,54	.008 **
Self-reported substance use[a]	treatment	5.46	1,56	.023 *
Self-reported serious delinquent behavior[a]	treatment	7.44	1,54	.009 **
School punishment[b]	treatment	6.00	1,73	.017 *
School rewards	treatment	6.94	1,74	.010 **
Victimization	control	1.83	1,72	.18 ns
Invalidity	control	4.21	1,71	.044 *
School effort	treatment	8.45	1,71	.005 **
Practical knowledge	treatment	10.55	1,74	.002 **
Alienation	treatment	4.88	1,67	.031 *
Self-rep. grades	treatment	1.28	1,74	.26 ns
Self-reported reading ability	interaction[c]			
Educ. expectation	treatment	1.69	1,74	.20 ns
Work for pay	treatment	6.59	1,74	.012 *
Regular job	treatment	1.94	1,74	.17 ns
Suspension	treatment	24.08	1,73	.001 **
School non-attendance index	treatment	4.31	1,71	.042 *
Rebellious autonomy	treatment	20.81	1,70	.001 **
Involvement	treatment	17.31	1,71	.001 **

Note. Based on analyses that test for an effect of treatment net of period of assignment to treatment or control groups (see text footnote 5). The withdrawal variable may not be comparable for treatment and control groups (see text footnote 7).

[a] Part of total self-reported delinquent behavior.
[b] Treatment group reports more school punishment.
[c] Nature of effect depends on period examined.
* Statistically significant ns Not significant
** Highly statistically significant as Almost significant

Table 2

An Examination of Differential Validity of Self-Report for Treatment and Control Groups

Self-report measure	Archival measure	r	N
Treatment group			
Delinquent behavior total	Number of police contacts	-.01	23
School nonattendance index	Number of unexcused absences, April-end of year	.31	29
Reading ability	Plato reading pretest	-.07	29
	CACYD grades	.05	24
School grades	CACYD grades	-.21	25
Control group			
Delinquent behavior	Number of police contacts	.54	34*
School nonattendance	Number of absences CUSD, 81-82	.23	41
Reading ability	CUSD grades	.16	36
School grades	CUSD grades	.10	37

*$p < .01$

Project STATUS: Second Interim Report

D. K. Ogawa, M. S. Cook, and G. D. Gottfredson

Abstract

Project STATUS (Student Training Alternatives Through Urban Strategies) is continuing its efforts at Eliot Junior High and Muir High School in Pasadena, California to reduce class cutting, disruptive behavior, dropout from school, and lack of student and parental involvement in the school. The project's five interventions: a) the Options class, b) the Youth Committee and Leadership Training Class, c) project training, d) parent involvement, and e) the Action/Advisory Committee, are designed to provide students with a more meaningful educational program. More specific project objectives are to decrease alienation, increase attachment to school, self-esteem, and academic success.

Non-equivalent control group designs are used to assess the effectiveness of the Option classes and Youth Committee at Eliot, and the Options classes at Muir. No evaluations are currently available for the other program components. Results show students in Eliot's Options class to be significantly lower in alienation, make higher ratings of their own reading ability, report more fairness and clarity of school rules, and have fewer withdrawals from school than students in a non-equivalent control group. It apparently also increases absenteeism for project students. No evidence of effectiveness was found for Muir's Options class or for the Youth Committees at Eliot or Muir. We cannot as yet judge the effectiveness of parts of the project; numerous problems in implementing some project components may have weakened the effectiveness of the planned interventions. Next year's efforts will include consolidating the Youth committee and Leadership Training Class to intensify the leadership treatment.

Goals and Rationale

Project STATUS (Student Training Alternatives Through Urban Strategies) is continuing its efforts to provide targeted junior and high school students in Pasadena, California, with a high interest curriculum (Options Classes) and leadership training (Youth Committee/Leadership Training Class). Three other interventions--parent involvement, project training, and the action/advisory committee--are intended to involve parents, community members, and project staff in project actvities. All of these interventions are designed to address five problems found at Eliot Junior High and Muir High Schools: (a) class cutting; (b) disruptive behavior;

This description of the project's goals, rationale, and objectives draws on several sources of information including the project's Program Development Evaluation plan, conversations with the project director, a report by the Project Director (Reiss, 1982), and an earlier account of the first year's interim

(c) lack of student involvement; (d) dropouts at Muir high school, and (e) lack of parent involvement.

These problems are thought to exist because students are not involved in relevant and meaningful educational programs. Consequently, students experience academic failure, loss of self-esteem, alienation and less commitment towards school. This accords with empirical studies, which have shown correlations between academic failure, low commitment and attachment to school, and student misbehavior (Stinchcombe, 1964; Silberberg & Silberberg, 1971; Elliot & Voss, 1974; Hirschi, 1969).

In addition to experiencing academic failure, many students with natural or traditional leadership abilities are seen by the project as lacking the appropriate leadership skills to effectively influence their school environment. This, along with the perception that the school rules are not fair and that there are no mechanisms for student input and involvement in decision-making, is believed to alienate students from school.

Based on STATUS' theory, several objectives have been specified to achieve their goals. Table 1 summarizes each goal and the corresponding objectives. This table makes clear the extent to which the evaluation of this project deviates from the Program Development Evaluation model. The objectives include process objectives or critical benchmarks for the implementation of the project, and the measures of goals and objectives are not made clear. This departure from the standards set for the evaluation of the alternative education program resulted in a relatively weak evaluation of Project STATUS. For example, the major objective of the Youth Leadership Training Class, to increase students' leadership skills, is lost amid a number of process objectives. No measure was specified for this important objective.

Planned Interventions

Project STATUS interventions are based on the notion that intervening only at the individual level or only at the school level cannot solve student misbehavior. The overall approach is designed to meet individual student needs as well as involve students, school personnel, parents, community members and organizations in affecting school climate.

Options Classes

Sixty 7th graders and 60 9th graders of all academic abilities volunteer to participate in alternative educational English and Social Studies classes. These classes utilize a curriculum focusing on coping with authority, responsibility, the school, the family, and friends. Audio-visual presentations, field trips, guest speakers, role-playing, simulations, and action activities are used to enrich the curriculum content. This intervention, which attempts to provide students with relevant and appropriate student-centered materials, is primarily aimed at STATUS' objectives of decreasing alienation and increasing academic achievement and self-esteem.

---

evaluation of this project (Carlton, 1982). The Carlton report provides a more complete description of first year activities and plans.

Youth Committee (YC)

Approximately 50 students identified as traditional (e.g., student council members, team captains, etc.) and natural (e.g., gang leaders) leaders are referred by school personnel to participate in the Youth Committee. This intervention is designed to provide students with opportunities to identify problems in the school and seek solutions in order to improve the climate of the school. By channeling the Youth Commitee members' leadership abilities toward effective organizational change, project implementers theorize that these students will not only feel more involved with and committed to the school, but will also positively influence other students.

Leadership Training Class (LTC)

A leadership training curriculum was devised to provide students from the Youth Committee with intensive individualized training in developing decision-making, conflict management, and communication skills. Approximately half of the students from the Youth Committee participate daily in this class for one semester; then the rest of the committee takes the class during the second semester. The purpose of this class is to allow students to develop their leadership skills and apply them to the problems addressed in Youth Committee meetings.

Staff Training

Project staff, school administrators, and teachers participate in training sessions prior to the fall semester to help them facilitate student development and involvement in organizational change. The theory behind the training is that school staff must be aware that positive student attitudes are essential for change and that as representatives of the school, their policies and actions are important in improving student attitudes and perceptions (Reiss, 1982).

In addition to these training sessions, project staff participate in on-going informal training throughout the year. Utilizing weekly observation, the project director gives feedback to to project teachers, aides, and counselors in the areas of individualized instruction, effective use of aides, and classroom participatory management.

Parent Training

Parents of students participating in the project were to meet on a regular basis to identify training needs and to receive training in maximizing parent input in school decision-making practices. The intent of this intervention is to get parents involved and to get parents to accept responsibility for what goes on in school. This intervention was not well implemented during the 1981-82 school year (see below).

Action/Advisory Committee

The Action/Advisory Committee is made up of parents, citizens, community service agencies, and other organizations from the Pasadena community who identify and provide resources for project activities. In addition, members serve as role models and provide project students with vocational guidance and resources. Examples of activities include making in-class visits, providing vocational intern experiences, and organizing on-site visits to various agencies. As with parent training, this intervention is designed to get the community involved with the school.

STATUS

Project Environment and Staffing

The project's environment, i.e., the implementing organization, the targeted schools, and the school district, has remained the same as last year (see Carlton, 1982, for a complete description). There have been, however, some changes in staffing. At the school sites, three new teachers' aides replaced the three aides from last year who left the program. One of the new aides also left during the semester. Consequently, one of the high school teachers did not have a teaching aide.

At CRF (Constitutional Rights Foundation), there was no replacement this year for the community coordinator position. One reason for no active recruiting was the uncertainty of the third year budget, and the inefficiency in training someone for a one-year position. However, a new administrative assistant was hired to replace the previous one. Since there is no on-site evaluator and since the school district's director of evaluation has other commitments, it is important for the administrative assistant to handle many of the evaluation activities.

Program Expenditures

Figure 1 shows how STATUS appropriated its $405,971 budget for the 1981-82 school year. Salaries, including contractual services (consultants, stipend for training sessions, etc.) comprise the largest single expediture. This 60% of the budget does not include the total salaries of project teachers and staff at the schools. A large percentage of their salaries are paid by the Pasadena School District. Program materials and equipment account for a small portion of the budget, 7% and 2% respectively. Other expenditures include travel (2%), office operating costs (7%), and indirect costs (21%).

Implementation of Project STATUS

Last year's problems in implementing the program (see Carlton, 1982) resulted in differential phases of implementation of the intervention components for this year. For example, the Options class is more developed than the parent training component. Whereas the Options class is at the implementation/fine-tuning phase, parent training is closer to an initiation/adoption phase. Although this situation is true at both schools, Tables 2 and 3 indicate that the degree of implementation of the interventions varied at the two schools. Table 2 is based on the SAES (School Action Effectiveness Study) student questionnaire and shows that Options students at Eliot significantly differ from non-equivalent controls on measures of individualized instruction, field trips, student-teacher interactions, and student influence in decision-making. Their are no differences on Student Degredation (a scale measuring negative behavioral treatment of students). On the other hand, Options students at Muir differed significantly from their non-equivalent controls only in terms of the number of field trips. This finding, however, contradicts project reports that no field trips were taken at Muir (see Table 3). The data in Table 3 should be interpreted with caution since project staff recorded the extent and nature of program activities for each student at the end of the school year. Inaccurate records and retrospective reporting may degrade the quality of the data. Other project-developed rating systems were also examined to provide information as to the amount and quality of the Options and LTC classes.

Options Classes

The Options classes revolve around a curriculum that aims to be of high interest to the students. Each unit of the Options class curriculum is based on law-related materials and execises, and attempts to deal with a significant aspect of the student's life, e.g., the family, school and the law. Each topic is intended to address important project objectives such as increasing attachment to school and decreasing feelings of alienation from school and society.[1] However, because curriculum units were not ready until the week of use in the classroom, teachers had little time to review the materials and prepare for class beforehand.

Eliot Junior High. The 54 students and two teachers involved in the Options class rated each curriculum unit after its presentation. Ten rating categories were used (see Table 4). These ratings were carried out using project-developed materials. Table 4 shows the results for the students' ratings. Two of the ratings most critical for the assessment of project objectives are ratings of curriculum relevance and interest. For each unit, over half (54-70%) of the students felt the material was relevant and between 38-70% felt the class was more interesting than others. We have no norms for these ratings, no project-generated standard against which to compare the ratings, nor are there ratings of curriculum made by a comparison group experiencing common curricula. These ratings do not necessarily demonstrate that the curriculum that was implemented was a high interest curriculum. Is a 38% affirmative response to "more interesting" good or bad? We do not know. As another example, about 40% of the students report doing work outside of class--without some comparison group it is impossible to say whether the curriculum is inspiring more students to do more homework, or less. (A comparison group was available for the self-reported School Effort measure in the SAES questionnaire. No statistically significant difference was found between treatment and comparison students.) Project staff report, however, that the results did provide feedback to the curriculum writer so modifications could be made for the upcoming year.[2]

Other activities of the Options classes included cooperation between Options and YC/LTC teachers in the planning of activities, and staff coordination of a mock trial competition for the Options students which included non-project eighth grade students as jury members.

Muir High School. Implementation problems at Muir began early when counselors mis-assigned nonproject students to the Options classes at the beginning of the semester. Project staff had a difficult time correctly rescheduling the project students because a) it was difficult to re-arrange the mis-assigned students' schedules and b) nonproject students assigned to the Options classes enjoyed the classes and wanted to remain enrolled in them. Ultimately, about 25% of the students who took the Options classes during the first semester were originally designated as nonproject students, i.e., they did not meet the original criteria for selection into the program.

---

[1] For a description of the curriculum, send requests to Elizabeth Salzman, CRF, 1510 Cotner Avenue, Los Angeles, CA. 90025

[2] Options class teachers also rated the curriculum units, but responses are based on only one or two teachers.

Another implementation problem was that one teacher did not have a teaching aide. In addition, the project director reports that alternative education techniques have not been completely adopted at Muir, and teachers there do not spend as much time planning together as teachers at Eliot.

Table 5 shows the results of the students' ratings of each unit of the Options curriculum as taught at Muir. Depending on the unit, between 65-79% of the students agreed that the information presented was relevant. Of the students responding, 77-89% felt the class was more interesting than others. Project staff reported that the ratings proved useful in modifying the curriculum.

Youth Committee/Leadership Training Class

The YC/LTC was only weakly implemented in 1981-82. There are several reasons why. As was the case during the first project year there were problems in scheduling YC meetings. Meetings could not be scheduled after school because this conflicted with other activities. Lunch period was too short. Teachers objected to having students attend YC meetings during class time--despite these students being identified as leaders, many lack academic skills and cannot afford to miss class. However, for lack of a better time, meetings at both schools were held during class time. Consequently, YC meetings were held infrequently. A second problem was that few of the YC students got involved in project activities: out of 50 YC members at Eliot, only 4 students participated in presentations and 7 participated in school committees. At Muir, 17 out of 77 members participated in presentations and 15 participated in school committees. This suggests that students may have been attending the meetings only to get out of class.

In addition to problems in scheduling YC meetings, not all YC members could be scheduled into the LTC, an elective course. This course was only offered one period per day and often conflicted with other courses. Some of the YC members who did take the LTC subsequently dropped out of the YC. The scheduling and drop-out problem resulting in only a few students receiving training and experience in the use of leadership skills, perhaps subverting the YC/LTC as a school change intervention. According to the project's theoretical model, systematic changes cannot occur within an organization with only a small number of trained individuals.

Another problem in implementing the YC/LTC was that the two project paraprofessional counselors, who coordinated the YC/LTC activities, may have taken on too many responsibilities for their half-time nonprofessional status.

Besides overseeing the YC/LTC, the paraprofessional counselors also served as school counselors for the Options and YC/LTC students. The program design called for the paraprofessional counselors to arrange parent conferences and make home visits if students were failing academically, cutting class, or behaving badly, but almost no conferences or home visits took place. Records show that at Eliot only one home vist was made all year, and at Muir, two. At Eliot, 25 students received on-going counseling from the paraprofessionals. At Muir, the paraprofessional counselor contacted all of the Options students at least once at the beginning of the semester. During the course of the year, 15 students at Muir were called in once for behavioral problems; another two students were called in twice.

A further problem with the implementation of the YC/LTC is that the counselors had little exposure to the leadership training curriculum.

To summarize the efforts of the paraprofessional counselors, they only worked half-time, were unfamiliar with the leadership training curriculum, provided little or no documented counseling, and made a total of only three home visits. It is likely that unless they engaged in other, undocumented activities, they had little impact on project students.

Eliot Junior High School. A total of 50 students participated in the YC during the year and addressed such issues as security and safety at school, longer lunch periods, and more elective courses for 8th graders. Twenty-eight of the YC members took the LTC. Scheduling difficulties led to a late start-up date for the class. As a result, first semester LTC students remained in the class for the entire year, with no new students added the second semester.

Table 6 shows the results for the student ratings of the leadership training curriculum. Ratings of relevance, interest, and leadership training received are of particular interest to project staff. Overall, 83% of those responding felt the information presented was relevant, 77% found the class more interesting than others, and 91% felt they had developed leadership skills. Unfortunately, we do not know whether the students did in fact improve their leadership skills.

One result in the ratings that may be important for program development efforts is that the ratings at Eliot or generally lower than those at Muir: nineteen of twenty-five ratings favor Muir. Even this comparison should be interpreted very cautiously because of the small number of students reponding to the survey. Percentage agreement scores are unstable when the n's are as low as they are here.

Muir High School. The 77 members of the YC addressed issues such as class and school cutting and student pride. The LTC was held daily for 16 YC members each semester. Eighty-two percent of the second semester LTC students rated the information presented in class as relevant; 85% found the class more interesting than other classes at Muir. All of the students responding reported that they had developed the ability to lead a group (see Table 6). Again, without a control group, there is no clearcut way to interpret these ratings.

Staff Training

During the school year, several training sessions were held with project staff, teachers, and school administrators. A total of 17 formal training meetings with project teachers, counselors, and aides were held. Over 40 individual meetings were held with project teachers and the project director to discuss the in-class observations made weekly by the project director.

Parent Training

Two meetings at each school for the parents of STATUS students were held this year. Approximately 50 parents were involved in these meetings which were run by the project director and principals of the project schools. An overview of the program was given and an description of how parents could help the project and how the project could help parents. The program design called for the holding of parent training workshops, but none were held. No parent committees were established.

Action/Advisory Committee

This year the action and advisory committees were combined into one committee. Meetings were held every six to eight weeks with an average attendance of 15. The committee revised and distributed the community resource guide. The committee also held a public relations meeting at the superintendent's house to expand the project's base in the community.

Summary

For the Options and YC/LTC interventions, obstacles internal and external to the project influenced implementation. A major external force was scheduling: project students could not be scheduled into project classes, non-project students were scheduled into project classes, and convenient meeting times for the Youth Committe could not be found. An internal obstacle to faithful project implementation was the reluctance of project staff to adopt teaching and counseling styles advocated by the project director. In addition, project implementers were inexperienced with the curriculum developed for the Options classes and the Leadership Training Classes. Thus, project staff did not adopt project educational techniques, and were not experienced in project curricula. It appears, therefore, that these components were not implemented as designed.

A further implementation difficulty was the ignorance of project staff about the goals of the project. It is only with the start of the third project year that other project staff besides the project director have begun to understand the goals and objectives of the program. Finally, a lack of direct project control over selection and supervision of in-school staff, and a shortage of personnel to coordinate all aspects of the interventions also contributed to poor project implementation.

Interim Outcomes

Interim evaluation results have two potential uses: they can provide information as to the effectiveness of a project to date, and may serve as material for further program development. The extent to which the information is useful depends in large part on the adequacy of the evaluation design. For the CRF project, strong evaluations were agreed to, but were considerably weakened by non-random assignment to treatment and control, and multiple treatment for project students.

Evaluation Design

Options Classes. Potential Options participants were recruited by project staff prior to the fall semester. Interested students were required to submit an application and acquire parental permission to participate in STATUS. From this pool of applicants project staff selected students who were representative of the school population, i.e., participants included students of all academic abilities, races and behavioral dispositions. The project agreed to randomly assign students to treatment and control from this referral pool. Randomization was not adhered to at either Eliot or Muir.

At Eliot, students were randomly assigned to treatment and control from the pool of screened referrals. Roster updates collected in October indicated little relationship between the original random assignment and the students designated as "treatment" and "control" by project staff. The reason for this is unclear. What is clear is that the evaluation of Eliot's Options classes involves a comparison between treatment students and a non-equivalent control group accompanied by an unmeasured selection bias.

The experimental evaluation of the Options classes at Muir broke down when not enough students received parental permission to participate. The non-equivalent control group at Muir therefore largely consists of students whose parents did not wish them to receive alternative education. The differences between such students and those whose parents did grant permission cannot be known with any certainty.

The YC. As with the Options classes, YC participation is on a voluntary basis and is open to all students. Faculty, administrators, parents, and students referred students to the YC. The criteria for referral was that the student was identified as a natural or potential leader. LTC students were non-randomly selected from among those students recognized as the most promising leaders in the YC. Selected students also had to be able to fit the LTC class into their school schedules. Thus the LTC students are a select group, and no convincing control group for them could be developed--LTC students will not be evaluated seperately from YC students at large.

We do not know how comparison group students were selected for the Eliot and Muir Youth Committees: students from the referral pool and consent pool had originally been randomly assigned, but different students were ultimately designated by the project as treatment and controls. Students assigned to control became treatment, and new students appeared in both treatment and control groups. To compound these problems, at Muir only 6 controls were identified. No sensible comparison is possible between approximately 50 treatment students and 6 controls. Therefore the Muir YC cannot be evaluated.

Summary of Evaluation Designs. For the Options classes, quasi-experimental non-equivalent control group designs describe the evaluations at both Eliot and Muir. The evaluation of the YC at Eliot can also be characterized as a non-equivalent control group design. No evalution design was implemented for the Muir YC, or for either school's LTC.

Measures. Measures come from several sources: a) the SAES questionnaire, b) school records, c) project questionnaires, and d) project records. The majority of measures are scales and individual items from the SAES student questionnaire. Test scores, attendance and grades were taken from school records. Project questionnaires include student and teacher evaluations of the curriculum, student development of leadership competencies, and a teacher observation checklist. Information from project records will be used to determine the number of parent meetings held, and the number of policy changes initiated by parents and students.

Results

Equivalence of the Control Groups. Tables 7 and 8 give pretest comparisons between the various treatments and their available controls. The treatment and non-equivalent control groups appear fairly similar on the measures taken (these pretest measures were scored in a different--but equivalent--metric than similarly-named outcome measures reported later). The Eliot Options students do not differ from their controls on any of the 12 psycho-social measures, and the Youth Committee students differ from their controls only on a measure of Attachment to Parents: YC students are more attached to their parents than the non-equivalent controls are to theirs. At Muir, the Options students differ from their controls on measures of Practical Knowledge and Rebellious Autonomy: The treatment students report more practical knowledge, and are less rebellious. Both of these comparisons, therefore, favor the treatment group.

The evaluation designs for the Eliot Options classes and Youth Committees, and the Muir Youth Committees are non-equivalent control designs. They are not true experiments. Besides the measured differences that do exist, other, unmeasured, differences may well exist.

Project Goals. Tables 9 through 11 show treatment and non-equivalent control group comparisons on several measures of STATUS' goals for both Eliot and Muir. Three measures were used to assess class cutting (see Table 9). Options students at Eliot had significantly more unexcused, i.e., non-illness and non-medical, absences than non-equivalent control students. Statistically, the probability of this difference occurring by chance is less than 5 times out of 100 ($p < .05$). Although not statistically significant, these students also reported themselves as cutting classes and school more than did the controls. Options students at Muir do not significiantly differ from their non-equivalent controls on any attendance measure. No significant effects on attendance were found for the YC at Eliot.

No significant differences were found in the amount of disruptive or delinquent behavior between Options and non-equivalent control students at Muir and Elliot, nor between YC students and non-equivalent controls at Eliot (see Table 10).

There was a significant difference between Options and non-equivalent control students at Eliot in terms of the number who withdrew from school (see Table 11). Significantly fewer Options students withdrew from school ($p<.01$). Participants in the YC at Eliot and the Options classes at Muir did not differ from their non-equivalent controls in the number of withdrawals.

With no design, we do not know how Muir's YC affected the project's goals.

Unlike last year, the Youth Committees at Eliot and Muir were able to get students involved in school decision-making. This year, there were three student-initiated policy and procedural changes put into practice. However, the project was unable to increase parental involvement in school decision-making practices at either school--no parent initiated policy or procedural changes were put into practice.

Project Objectives. The results of treatment and non-equivalent control group comparisions on STATUS' objectives as measured by the SAES student questionnaire are shown in Tables 12 and 13. Options students at Eliot are significantly less alienated (p<.05) than controls, and are more likely to report that school rules are fair (p<.01) and clear (p<.01; see Table 12). There are no differences on scales measuring Self-esteem or Attachment to School. Muir Options students do not differ from their controls on any of the above measures.

The YC at Eliot produced no measurable effects on measures of Alienation, Self-Esteem, Attachment to School, or the Clarity or Fairness of School Rules. We cannot assess the effectiveness of the YC at Muir at meeting the program's psycho-social objectives.

In terms of academic achievement, Options students at Eliot reported themselves to be higher in reading ability than did the non-equivalent controls (p<.01; see Table 13); they did not report, however, getting higher grades, or receive them. No measurable effects on school achievement were found for the Options program at Muir, or the YC at Eliot. We cannot judge the impact of Muir's YC on academic achievement.

Outcomes of Theoretical Interest. Table 14 shows the results of treatment and non-equivalent control group comparisons on outcomes not directly addressed by project STATUS but which are of theoretical importance to the prevention of delinquency. These outcomes also provide a check on any unanticipated negative or positive effects of the project.

Options class students at Eliot differ from the non-equivalent controls only on a measure of Interpersonal Competency: Options class students report themselves to be more interpersonally competent than do the controls. They do not differ on scales measuring Attachment to Parents, Parents' Emphasis on Education, Belief in Conventional Rules, Life Competency, Internal Control, Negative Peer Influence, School Effort, Involvement in Conventional Activities, Rebellious Autonomy, Victimization, School Punishments, School Rewards, or Invalidy (a measure of truthfullness in reporting).

Eliot YC members report themselves to be more Involved in Conventional Activities than do their controls. This is probably an implementation measure, and suggests that the Eliot YC members are becoming involved in a wider range of exeriences. The YC students also report signficantly lower attachment to their parents. Why this should be the case is unknown. Although it is conceivable that the program is causing the students not to care for their parents, the more likely explanation is that this is a preexisting difference arising from the non-equivalent nature of the design. None of the other measures on Table 14 show any differences between Eliot YC treatment and controls.

The Muir Options class does not differ from its designated non-equivalent control on any of the fourteen psycho-social outcomes found in Table 14.

Summary. The interim outcome evaluation may be summarized as follows:

1. Comparisons between Eliot Options class treatment students and non-equivalent controls suggest that the class results in fewer withdrawals from school, decreased alienation, greater interpersonal competency, higher perceived fairness and clarity of school rules, but more unexcused absences. This intervention may be also be increasing students' perceptions of their own reading ability of students, but it

is not affecting grades, or disruptive behavior.

2. The evaluation of the Muir Options class provides no evidence that it has any effects on its participants--no differences were found between the treatment and non-equivalent controls on any of twenty-seven outcome measures.

3. Comparisons between Eliot YC students and their non-equivalent controls show that YC students report more Involvement in Conventional Activities (a program implementation measure), but less attachment to their parents. The latter effect is probably a pre-existing, between group difference. The interim evaluation found no evidence that this intervention is affecting attendance, academic achievement, disruptive behavior, or psycho-social adjustment for participating students.

4. No convincing evaluation is available for the Muir YC, or the parent involvement, project training, and action/advisory committee components of the project.

5. Implementation data implies that the Eliot Options class was more strongly implemented than the Muir Options class. Nevertheless, student ratings suggest that the Muir students enjoyed the class more.

Discussion

Caveats to the Evaluation Results

As discussed earlier, there were significant breakdowns in the original experimental designs for the Eliot Options classes and YC, and the Muir Options classes. Despite their similarity on the pretests available, unmeasured differences, especially motivational differences, may exist between the treatment and resultant non-equivalent control groups. All results (and non-results) must be interpreted in this light.

What Accounts for the Results?

Four factors may account for the lack of effectiveness of the Muir Options class as compared to the more positive effects found for the Eliot Options class. First, it may be that the curriculum is more effective on younger students, i.e., 7th graders as opposed to 9th graders.

Second, an undetermined number of control group students received project services at Muir. This is a potential explanation of a lack of differences between the control and treatment students on the outcome measures. To examine this possibility, analyses were conducted using only non-equivalent controls who received no project services. This liberal analysis still uncovered no differences between the treatment and "no-treatment" controls at Muir.

A third reason why Muir's Options class appears to be less successful than Eliot's, is that Eliot's class may have been somewhat better implemented (see Tables 2 and 3).

A fourth possibility, of course, is that the few significant findings (both positive and negative) for the Eliot Options class are due to pre-existing differences between treatment and non-equivalent control students. Because we do know how treatment and controls were selected we cannot conclusively attribute program effects (or the lack of them) to the program.

The null findings for the YC on individual level measures at Eliot may be misleading because the emphasis of this intervention is on school-level changes, unlike the Options class, which focuses on individual-level changes. It is possible, although unlikely, that in a school climate sense, the YC may affect the control students as much as the treatment students.

The puzzling negative effect that the Eliot Options class appears to be having on attendance may be the result of the positive effect the program is probably having on withdrawals from school. The program may be successfully retaining students in the program that would have dropped out; these students may still skip school more than students that would have remained in school without the program's support. In other words, the "negative" effects on absences may be a paradoxical result of keeping Options students enrolled in school.

Implications of the Results

Plausibility of STATUS' Theory. Although we cannot unequivocally attribute the positive effects found for the Eliot Options class to the class, the program does appear to have met certain project objectives--decreasing alienation, and increasing the use of individualized instruction. It also appears to increase students' perceptions of their reading ability. It also probably is reaching a project goal of decreasing withdrawals from school. Also, even the Eliot Options class has had no measurable effect on delinquency. In short, we do not know as yet whether the theory behind STATUS as a delinquency prevention project will ultimately prove useful.

The theory underlying the YC is untested in results to date. No evidence is available to suggest that this portion of the project is effective; it was not implemented in strong form.

Program refinements for 1982-83. Because the results suggest that the YC and LTC interventions as implemented in 1981-82 did not affect students, program changes have been made for the 1982-83 year. The YC and LTC will be combined next year into a single intervention, which will serve only 30 students. Fewer students will be served, but the intervention will be intensified by having a small number of students meet everyday to receive the leadership training and practice in application. We are hopeful that this consolidation may eliminate the program implementation and evaluation design breakdowns encountered this year.

Modifications were made for both the Options and LTC curriculums, based on the feedback from the student and teacher ratings collected by the project. A greater emphasis will be made on addressing STATUS' objectives in each curriculum unit.

Evaluation Strategies for 1982-83

The structure of the PDE plan has been modified this year to make it more useful to the project staff. In addition, clearer specification of the project's action theory has resulted in more coherent objectives and helped guide intervention strategies.

As with last year, a quasi-experimental design will be implemented next year to assess the effectiveness of the Options and Youth Leadership Training class components. We were largely unsuccessful at changing the procedures for placement of students into treatment and control conditions for the 1982-83 school year, but an early assessment of the equivalence of the groups shows no major differences between treatment and control students on the few outcomes we analyzed.

Problems Project STATUS is Encountering

As discussed earlier, Project STATUS has experienced major problems in implementation. A second major problem concerned evaluation issues. One issue is that the project director feels there is a trade-off between implementation activities and evaluation activities. STATUS's small staff makes this problem particularly acute. Another issue is the District evaluator's attitude toward the national evaluation. He feels the evaluation effort is larger than the program itself and has strongly questioned the validity of the evaluation and the use of the SAES questionnaire. This resistance may have diverted energies from program implementation to evaluation issues. A final evaluation issue is providing data to the national evaluators in a timely fashion. Besides a lack of manpower to collect the data, lags in updating school records creates a data management problem. Plans have been made for the upcoming year to address these obstacles.

Successes Project STATUS is Encountering

The treatment and non-equivalent control comparisons indicate that the Options class at Eliot is probably successfully achieving some of its objectives. School administrators, teachers, and parents have reported marked improvement in Options classes participants; they feel that these students have newly acquired academic leadership and interpersonal skills (although, as yet, we have been unable to verify such changes with hard data). Students have given presentations at board meetings and have competed in a Mock Trial Competition. These successes have helped turn initial skepticism of the program by school and district staffs to support. As a consequence, STATUS has been written into the Muir School Improvement Plan, funded by the state to improve the school environment. In addition, a description of the project has also been included in "A Compendium of Character Education Programs in California Public Schools."

Institutionalization

Even before it was known whether the project would be funded by OJJDP for the 1982-83 school year, the Options classes at both Eliot and Muir were included in the master schedule for the upcoming year. The English Department at Muir is considering the adoption of project materials to be used in other classes. Other schools in the district have also expressed interest in STATUS.

Although next year will be the last year of federal funding for Project STATUS, there are some preliminary indications that project STATUS or some aspects of the project may be adopted by the project schools and other schools as well. The Options class shows potential. Careful implementation and monitoring of other aspects of the program will be necessary to realize the program's optimal strength.

References

Carlton, R. Student Training Alternatives Through Urban Strategies (Project STATUS): Interim Report. In G. D. Gottfredson (Ed.), The School Action Effectiveness Study: First Interim Report. Baltimore: Johns Hopkins University, Center for the Social Organization of Schools, 1982.

Elliot, D. S. & Voss, H. L. Delinquency and dropout. Lexington: Heath & Co., 1974.

Gottfredson, G. D. & Daiger, D. C. Disruption in 600 schools: The social ecology of personal victimization in the nation's public schools (Report No. 289). Baltimore: Johns Hopkins University, Center for Social Organization of Schools, 1979.

Hirschi, T. Causes of delinquency. Berkeley: University of California Press, 1969.

Reiss, D. Project STATUS: An overview. Paper presented at the annual meeting of the American Educational Research Association, New York, 1982.

Silberberg, N. E. & Silberberg, M. D. School achievement and delinquency. Review of Educational Research, 1971, 14 (1), 17-33.

Stinchcombe, A. L. Rebellion in high school. Chicago: Quadrangle, 1964.

Figure 1

Project STATUS' Budgeted Expenditures for 1981-1982

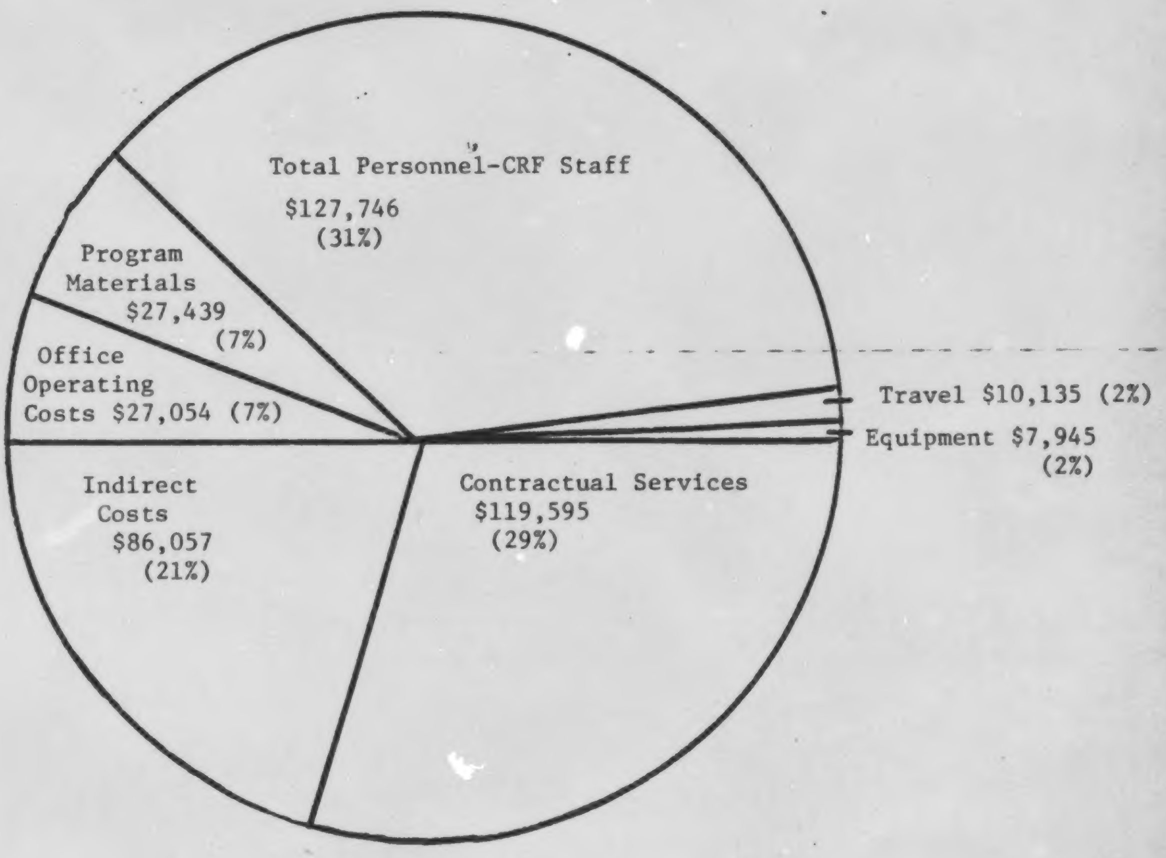


Table 1

Project STATUS' Goals, Objectives, and Measures

Goal/Objective	Measure
I. Goal: Decrease class cutting.	I.A. SAES student questionnaire B. Attendance data
Objectives:	
1. Increase use of individualized instruction plans.	1.a. Count of individualized educational plans for student b. SAES student questionnaires
2. Increase use of appropriate student centered materials.	2.a. Teacher evaluation of CRF material b. Student evaluation of CRF material
3. Increase use of high interest curriculum.	3.a. Teacher evaluation of CRF material b. Student evaluation of CRF material
4. Increase self-esteem.	4.a. SAES Student questionnaire
5. Increase academic achievement.	5.a. GPA b. CTBS scores c. SAES student questionnaire
6. Decrease alienation.	6.a. SAES student questionnaire
7. Increase attachment to school	7.a. SAES student questionnaire
II. Goal: Decrease disruptive student behavior.	II.A. SAES student questionnaire
Objectives:	
1. See objectives 1-7 above.	

Table 1 (cont.)

Goal/Objective	Measure
III. Goal: Increase student involvement in decision making levels.	III.A. Number of student initiated policy and procedure changes put into practice
Objectives:	
1. Decrease student alienation.	1.a. SAES student questionnaire
2. Increase classroom participatory management.	2.a. Student self-report b. Observations of classroom procedures by project director
3. Increase leadership competencies of youth committee members.	3.a. Student self-report
4. Increase perceptions of fair and clear school rules.	4.a. SAES student questionnaire
IV. Goal: Decrease drop-out rate.	IV.A. Attendance data
Objectives:	
1. See Goal II, objectives 1-7.	
2. Increase parents' awareness of their child's capabilities.	2.a. Number of times parents participate in meetings with project teachers and counselors

Table 1 (cont.)

Goal/Objective	Measure
V. Goal: Increase parental involvement.	V.A. Number of parent initiated policy changes put into practice B. Number of parent initiated procedure changes put into practice
Objectives:	
1. Increase number of opportunities for parents to participate.	1.a. Number of parent meetings held b. Number of parent committees c. Number of parents attending meetings
2. Increase parents' skills to participate meaningfully.	2.a. Number of PET meetings held b. Number of parents attending training sessions
3. Increase community involvement.	3.a. Number of Advisory/Action committees held b. Number attending meetings

Note. Goals and objectives were extracted from the Program Development worksheets and from, Project STATUS: An overview, a paper presented by David Reiss at the annual meeting of the American Educational Research Association in New York, 1982.

Table 2

Treatment and Control Comparisons on
Several SAES Questionnaire Measures of Project Status' Implementation Objectives

Treatment and Group	Individualized Instruction[a]			Field Trips[a]			Student-Teacher Interaction[b]			Student Degredation[b]			Student Influence[b]		
	M	Sd	N	M	Sd	N	M	Sd	N	M	Sd	N	M	Sd	N
ELIOT JUNIOR HIGH SCHOOL															
Options															
Treatment	2.68*	1.90	59	1.59**	1.04	59	1.52**	1.37	60	2.18	1.57	57	2.71*	1.89	56
Control	1.84	1.86	51	.49	.81	55	.90	.99	51	1.88	1.90	51	1.83	2.04	48
YC & LTC															
Treatment	1.89	1.86	71	.94**	.96	50	1.48	1.05	48	2.80	1.75	45	2.36	2.00	45
Control	1.61	1.59	49	.47	.73	74	1.16	1.16	79	2.47	1.69	72	2.21	1.81	71
MUIR HIGH SCHOOL															
Options															
Treatment	2.33	1.93	54	1.61**	.98	54	1.60	1.26	52	2.10	1.60	51	3.02	1.97	51
Control	1.67	1.75	54	.42	.66	55	1.17	1.19	53	1.57	1.45	54	2.34	2.22	50

Note: Due to small number of non-equivalent controls (n=6) meaningful comparisons cannot be made between Youth Committee members and controls at Muir High School

[a] Individual questionnaire items

[b] Individual level student scales

*$p < .05$

**$p < .01$

Table 3

Average Number of Times Project Status Students Participated in Program Activities

Group	Semesters in Options			Semesters in LTC			YC Meetings			Task Forces			Field Trips		
	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N
ELIOT JUNIOR HIGH SCHOOL															
Options	.91	.94	114	.09	.41	114	.45	1.92	114	.11	.49	114	.08	.36	114
YC/LTC	.10	.35	140	.36	.74	140	2.70	3.97	140	.64	1.07	140	.43	.70	140
MUIR HIGH SCHOOL															
Options	.91	.95	108	0	0	108	.39	1.29	108	.01	.10	108	0	0	108
YC/LTC	.03	.23	91	.25	.44	91	2.84	2.35	91	.07	.29	91	0	0	91

Note. The information presented here is based on end of the year project reports on the nature and extent of program activities for each student. This includes both treatment and control groups since some control students participated in other aspects of the program.

Table 4

Options Students
Ratings of High Interest Curriculum
at Eliot Junior High

Item	Unit I - Family Percent Agree	N	Unit II - Law Percent Agree	N	Unit III - Person Percent Agree	N	Unit IV - School Percent Agree	N
Understood purpose	94%	127	100%	42	93%	42	100%	40
Information was relevant	70	125	54	42	66	38	61	41
Enjoyed activities	82	129	88	41	93	40	93	42
Did outside work	39	126	43	42	37	41	39	41
Read and understood materials	94	123	95	41	93	42	100	40
Speakers, films helpful	92	114	88	42	93	42	88	41
Would recommend class to friends	59	127	55	43	71	41	66	41
Class more interesting than others	54	126	70	43	39	41	63	41
Materials different than other classes	90	123	93	43	90	41	90	40
Class lived up to expectations	65	124	85	40	66	35	73	37

Note. Rating forms were given to both English and social studies Options students at the end of each unit.

Table 5

Options Students' Ratings of High Interest Curriculum at Muir High School

	Unit II - Law		Unit III - School		Unit IV - Job		Unit V - Life	
Item	Percent Agree	N	Percent Agree	N	Percent Agree	N	Percent Agree	N
Understood purpose	94%	112	93%	102	97%	33	100%	18
Information was relevant	65	110	66	101	79	33	65	17
Enjoyed activities	91	111	95	102	88	32	94	18
Did Outside work	27	107	23	104	52	33	56	18
Read and understood materials	96	110	96	103	94	33	94	18
Speakers, films helpful	96	110	89	102	94	33	89	18
Would recommend class to friends	93	110	90	104	88	33	94	18
Class more interesting than others	77	110	87	104	78	32	89	18
Materials different from other classes	88	109	88	104	88	32	100	18
Class lived up to expectations	79	105	74	98	84	31	89	18

Note. Rating forms were given to both English and social studies Options students at the end of each unit.

Table 6

Student Ratings of LTC Curriculum
at Muir High and Eliot Junior High

Item	Muir High[a]		Eliot Junior High	
	Percent Agree	N	Percent Agree	N
Understood purpose	100%	13	96%	23
Information was relevant	82	11	83	23
Enjoyed activities	100	13	91	23
Did outside work	85	13	52	23
Read & Understood materials	92	13	87	23
Speakers, films useful	92	12	86	21
Would recommend this class to friends	100	13	91	22
Class more interesting than others	85	13	77	22
Materials different from other classes	92	12	91	23
Involved in rule development	83	12	71	21
Involved in class constitution dev't.	33	12	48	21
Involved in planning	50	12	76	21
Involved in making suggestions	75	12	82	22
Class lived up to expectations	100	13	45	20
Involved in selecting school issues	73	11	75	21
Expressed opinions	100	13	67	21
Class conducted by students	85	13	71	21
Different points of view heard	100	13	77	22
Decisions based on general aggreement	62	13	82	22
Students responsible for own behavior	83	12	52	21
Students respect different opinions	92	13	50	20
Little wasted time	85	13	45	22
Students decide plan	100	13	73	22
Equal group representation	69	13	55	22
Developed ability to lead group	100	13	91	22

Note: Leadership training class students were given course evaluations at the end of the year.

[a] Responses are from second semester students only.

Table 7

Means and Standard Deviations on Fall '81 Pretest Measures-- Eliot

	Treatment											
	Options Class						Youth Committee					
	Treatment			Control			Treatment			Control		
Scale	M	SD	N	M	SD	N	M	SD	N	M	SD	N
Alienation	.92	1.08	44	.84	.83	35	1.23	1.18	48	1.14	.94	71
Attachment to Parents	1.28	2.49	42	1.94	3.06	37	.61*	2.80	48	-.71	4.07	71
Negative Belief (Non-Belief in Rules)	1.41	1.37	42	1.81	1.34	38	1.60	1.29	48	1.55	1.29	72
School Effort	7.17	1.69	42	7.42	1.60	36	6.79	1.67	46	7.07	1.63	64
Negative Peer Influence	1.80	1.78	40	1.81	1.86	33	1.89	1.88	44	1.65	1.92	69
Interpersonal Competency	3.88	1.00	42	3.91	1.05	38	4.02	1.09	49	4.05	1.05	72
High Internal Control	3.07	1.30	43	3.30	1.02	38	2.84	1.08	49	2.90	1.18	72
Practical Knowledge	8.57	2.78	42	9.11	2.89	38	9.53	3.29	49	9.81	2.86	71
Positive Self-Esteem	1.75	4.08	28	1.54	4.86	24	.99	5.06	29	1.77	4.93	43
Attachment to School	3.81	5.46	42	3.04	3.35	36	1.02	6.78	47	1.91	5.45	69
Involvement	-.53	5.27	40	1.00	5.80	33	1.67	6.66	46	1.41	6.27	61
Rebellious Autonomy	1.58	1.05	43	1.64	1.12	38	1.85	.92	48	1.81	1.00	72

*t-test for difference between treatment and control is statistically significant at the p<.05 level, indicating source of non-equivalence of groups at pretest.

**t-test for difference between treatment and control is statistically significant at the p<.01 level, indicating source of non-equivalence of groups at pretest.

Note. Refer to Chapter 4 of the First SAES Interim Report for description of scale construction. Item number 32 was omitted from the "Attachment to Parents" scale, item number 45 from the "Negative Peer Influence" scale. The scale "High Internal Control" is not discussed in chapter 4. It includes the following three items from the pretest:

--Luck is more important than hard work.
--Getting what I want has little or nothing to do with luck.
--Every time I try to get ahead, something or someone stops me.

Table 8

Means and Standard Deviations on Fall '81 Pretest Measures-- Muir Options Class

Scale	Treatment			Control		
	M	SD	N	M	SD	N
Alienation	1.10	1.01	51	1.14	1.14	23
Attachment to Parents	-.46	3.13	51	.15	2.10	24
Negative Belief (Non-Belief in Rules)	1.25	1.22	48	1.42	1.26	19
School Effort	7.14	1.61	50	7.33	1.56	24
Negative Peer Influence	1.82	2.07	47	1.17	1.68	23
Interpersonal Competency	3.99	.88	50	4.00	1.00	23
High Internal Control	3.38	1.02	50	3.09	1.20	23
Practical Knowledge	9.49**	2.51	51	7.69	2.67	24
Positive Self-Esteem	1.77	3.39	40	2.08	3.58	21
Attachment to School	3.84	4.19	47	2.77	3.29	22
Involvement	-1.11	5.18	46	-1.34	5.69	23
Rebellious Autonomy	1.68*	.98	49	2.23	.87	22

*t-test for difference between treatment and control is statistically significant at the p<.05 level, indicating source of non-equivalence of groups at pretest.

**t-test for difference between treatment and control is statistically significant at the p<.01 level, indicating source of non-equivalence of groups at pretest.

Table 9

Treatment Control Group Comparisons on Several Measures of the Project Status Goal, "Decreasing Class Cutting"

Treatment and group	Class Cutting[a]			School Cutting[a]			Unexcused Absences[b]		
	M	Sd	N	M	Sd	N	M	Sd	N
ELIOT JUNIOR HIGH SCHOOL									
Options									
Treatment	.61	1.19	56	.43	1.08	56	1.56*	3.15	64
Control	.36	.86	33	.09	.30	32	0.58	1.33	55
Youth Committee									
Treatment	.71	1.11	42	.29	.74	42	0.43	1.07	54
Control	.50	1.05	72	.36	.92	72	0.99	2.04	86
MUIR HIGH SCHOOL									
Options									
Treatment	.91	.97	47	.57	1.16	47	1.42	2.83	55
Control	.93	1.00	40	.68	1.10	40	1.95	4.55	55

Note: Due to the small number of non-equivalent controls (n=6) meaningful comparisons cannot be made between Youth Committee members and controls at Muir High School.

[a] Class cutting and school cutting are individual items on the SAES student questionnaire.

[b] Measure based on school attendance records.

*p<.05.

Table 10

Treatment and Control Group Comparisons on Several Measures of the Project Status Goal, "Decreasing Disruptive Behavior"

Treatment and Group	Self-reported Suspensions[a]			Self-reported Delinquency[b]			Self-reported Drug use[b]			Self-reported serious delinquency[b]			Fall 1981 Suspensions[c]			Fall 1981 Expulsions[c]			Classroom Disruption[a]		
	M	Sd	N	M	Sd	N	M	Sd	N	M	Sd	N	M	Sd	N	M	Sd	N	M	Sd	N
ELIOT JUNIOR HIGH SCHOOL																					
Options																					
Treatment	.24	.43	49	.17	.22	48	.20	.28	48	.14	.22	49	0.0	0.0	64	0.0	0.0	64	.50	.51	44
Control	.25	.44	32	.14	.18	31	.20	.27	31	.10	.14	31	0.0	0.0	55	0.0	0.0	55	.33	.47	43
Youth Committee																					
Treatment	.11	.32	35	.18	.19	39	.29	.29	37	.11	.19	39	0.0	0.0	54	0.0	0.0	54	.40	.50	30
Control	.26	.44	62	.19	.22	64	.27	.30	65	.13	.24	64	0.0	0.0	86	0.0	0.0	86	.49	.51	45
MUIR HIGH SCHOOL																					
Options																					
Treatment	.09	.30	42	.21	.20	41	.34	.31	40	.13	.18	41	0.0	0.0	55	0.0	0.0	55	.35	.48	37
Control	.03	.16	39	.16	.16	37	.33	.34	37	.08	.11	37	0.0	0.0	55	0.0	0.0	55	.27	.45	37

Note: Due to the small number of non-equivalent controls (n=6) meaningful comparisons cannot be made between Youth Committee members and controls at Muir High School.

[a] individual item on SAES student questionnaire.

[b] individual-level student scale

[c] Measure based on school records.

Table 11

Treatment - Control Group
Comparisons on a
Measure of the Project Status
Goal, "Decreasing Dropout Rate"

Treatment and Group	Withdrawal from School[a]		
	M	Sd	N
ELIOT JUNIOR HIGH SCHOOL			
Options			
Treatment	0.13**	0.33	64
Control	0.35	0.48	55
Youth Committee			
Treatment	0.06	.23	54
Control	0.13	.34	86
MUIR HIGH SCHOOL			
Options			
Treatment	.09	.29	55
Control	.20	.40	55

Note: Due to the small number of non-equivalent controls (n=6) meaningful comparisons cannot be made between Youth Committee members and controls at Muir High School.

[a] Withdrawals were collected from school records and include reasons such as transferred, graduated, involuntary, and voluntary. The reported mean combines involuntary and voluntary withdrawals.

**p<.01.

Table 12

Treatment and Control Comparisons on Several SAES Questionnaire Measures of Project Status' Objectives[a]

Treatment and Group	Alienation			Positive Self-esteem			Attachment to School			Fair School Rules			Clear School Rules		
	M	Sd	N	M	Sd	N	M	Sd	N	M	SD	N	M	SD	N
ELIOT JUNIOR HIGH SCHOOL															
Options															
Treatment	.31*	.25	47	.72	.17	42	.71	.25	51	2.70**	1.81	53	3.42**	1.76	57
Control	.45	.23	28	.72	.19	26	.67	.24	32	1.48	1.66	46	1.77	1.87	47
Youth Committee															
Treatment	.43	.30	34	.71	.15	31	.58	.28	37	2.09	1.66	46	2.83	1.69	46
Control	.36	.27	55	.73	.18	53	.62	.25	63	2.30	1.69	67	2.79	1.77	73
MUIR HIGH SCHOOL															
Options															
Treatment	.36	.27	35	.72	.19	32	.74	.23	44	2.51	1.64	47	2.98	1.76	49
Control	.31	.31	38	.73	.16	33	.75	.23	39	2.33	1.86	51	2.63	2.01	54

Note: Due to small number of non-equivalent controls (n=6) meaningful comparisons cannot be made between Youth Committee members and controls at Muir High School. All measures are individual level student scales.

[a] See section on objectives for more complete description.

*p<.05

**p<.01

Table 13

Treatment and Control Group Comparisons on Several Measures of the Project STATUS Objective, "Increase Academic Achievement"

Treatment and Group	Self-reported Grades[a]			Self-reported Reading[a] Ability			Fall GPA[b]			Spring GPA[b]		
	M	Sd	N	M	Sd	N	M	Sd	N	M	Sd	N
ELIOT JUNIOR HIGH												
Options												
Treatment	2.50	.84	54	1.96**	.79	52	2.34	.66	53	2.29	.61	54
Control	2.41	.61	32	1.38	.80	26	2.28	.62	41	2.30	.68	36
Treatment	2.53	.83	43	1.70	.79	40	2.36	.77	46	2.39	.74	50
Control	2.80	.80	71	1.94	.87	69	2.53	.85	80	2.50	.89	74
MUIR HIGH SCHOOL												
Options												
Treatment	2.62	.74	47	1.74	.80	46	2.31	.91	48	2.50	.87	47
Control	2.88	.85	40	1.92	.76	37	2.68	.91	43	2.72	.92	44

Note: Due to small number of non-equivalent controls (n=6) meaningful comparisons cannot be made between Youth Committee members and controls at Muir High School.

[a] An individual item on the SAES student questionnaire.

[b] Measure based on school records.

**$p < .01$

Table 14

Treatment and Control Comparisons on Several Outcomes of Theoretical Interest

Treatment and Group	Parents' emphasis on education			Attachment to parents			Belief in Conventional rules			Interpersonal Competency			Life Competency			Internal Control			Negative Peer Influence		
	M	Sd	N	M	Sd	N	M	Sd	N	M	Sd	N	M	Sd	N	M	Sd	N	M	Sd	N
ELIOT JUNIOR HIGH SCHOOL																								
Options																								
Treatment	.71	.29	48	.64	.26	55	.65	.24	46	.84*	.18	46	1.40	.48	43	.47	.28	46	.23	.21	55
Control	.72	.26	29	.63	.25	33	.59	.25	25	.73	.19	27	1.26	.43	26	.53	.24	26	.19	.17	32
Youth Committee																								
Treatment	.69	.26	34	.48**	.31	42	.70	.22	33	.79	.22	33	1.41	.50	32	.40	.26	33	.23	.21	41
Control	.60	.32	58	.64	.29	70	.64	.25	56	.80	.21	56	1.38	.43	55	.46	.24	55	.24	.21	70
MUIR HIGH SCHOOL																								
Options																								
Treatment	.61	.29	37	.49	.29	46	.59	.26	33	.76	.23	34	1.34[a]	.32	33	.44	.26	36	.20	.20	43
Control	.56	.30	38	.57	.23	40	.65	.26	38	.76	.22	38	1.22	.41	38	.37	.29	36	.16	.17	39

Note: Due to small number of non-equivalent Youth Committee controls (n=6) meaningful comparisons cannot be made between Youth Committee members and controls at Muir High School. All outcomes are individual-level student scales from the SAES questionnaire.

[a] At pretest, options students were significantly higher than controls (p<.01).

BEST COPY AVAILABLE

TABLE 14
cont'd

Treatment and Group	School Effort			Involvement			Invalidity			Rebellious Autonomy			Victimization			Punish			Rewards		
	M	Sd	N	M	Sd	N	M	Sd	N	M	Sd	N	M	Sd	N	M	Sd	N	M	Sd	N
ELIOT JUNIOR HIGH SCHOOL																					
Options																					
Treatment	.60	.33	56	.26	.20	51	.16*	.24	45	.47	.37	43	.20	.25	51	.31	.30	53	.36	.32	53
Control	.60	.24	31	.27	.19	33	.27	.24	27	.57	.28	25	.18	.21	30	.31	.25	30	.27	.27	31
Youth Committee																					
Treatment	.55	.34	41	.35*	.17	40	.18	.25	34	.66	.32	30	.15	.22	36	.29	.31	36	.36	.33	36
Control	.61	.32	72	.26	.18	66	.19	.20	56	.64	.35	55	.17	.23	64	.31	.34	67	.34	.29	66
MUIR HIGH SCHOOL																					
Options																					
Treatment	.57	.32	46	.24[b]	.17	46	.21	.24	34	.63	.36	32	.14	.21	43	.17	.24	44	.27	.29	44
Control	.66	.31	39	.19	.14	34	.11	.17	37	.63	.33	35	.11	.14	38	.11	.18	38	.21	.28	38

[b] When excluding controls who participated in the Youth Committee, Options were significantly higher than controls (p<.05)

Project RETAIN, Chicago Board of Education: Evaluation Report

J. St. John

Abstract

Responsive Education through Alternative Instructional Networks (Project RETAIN) was an alternative education project of the Chicago Board of Education sponsored primarily by a grant from the Office for Juvenile Justice and Delinquency Prevention (OJJDP) as part of its Program in Delinquency Prevention through Alternative Education. Operating in nine schools in the complex Chicago public school system, RETAIN sought to use individualized learning plans and the attention of special teachers to reduce problems of poor school attendance, disruptive behavior, and low student achievement. The evaluation provides no evidence that this project achieved its goals or the results sought by the OJJDP., This report describes the project and its evaluation.

RETAIN (Responsive Education Through Alternative Instructional Networks) was a project undertaken by the Chicago Board of Education with support from the Office for Juvenile Justice and Delinquency Prevention (OJJDP) as part of that office's Program in Delinquency Prevention through Alternative Education (OJJDP, 1980).

Project RETAIN Plans

Goals

RETAIN was aimed at the problems of poor attendance, disruptive behavior, and low achievement in Chicago public schools. Attendance problems included class-skipping and absenteeism in the high schools and absenteeism in the elementary schools. Disruptive behavior included minor classroom or school disruption as well as serious assaults. Achievement problems were evident in the results of standardized tests. The project considered poor attendance and low achievement to be both individual- and school-level problems.

Rationale

The project's staff listed many causes of these problems, and divided them into five categories: (a) Parental and domestic causes, (b) school staff causes, (c) school administration causes, (d) community causes, and (e) student causes. Parental and domestic causes range from child abuse, to keeping children home to babysit, to an inability to meet the school health requirements for enrollment. School staff causes include ineffective and inappropriate teaching styles, cultural insensitivities and negative biases, and self-fulling prophecies. School administration causes range from attendance policies (locking school doors when the tardy bell

---

This report supercedes an earlier report (St. John, 1982) on this project. It covers the entire two years of project operation. Donald E. Rickert, Jr., analyzed the data for the second year of the project's operation, and wrote the section describing those results.

rings) to unfair disciplinary actions and the escalation of minor incidents into major episodes. Community causes include discrimination, unsafe streets, and lack of community support for the school. This lack of support occurs because the school "does not value community participation" and because the "community does not view schools as a community structure that they are involved in influencing and cooperating with." Student causes might be economic concerns that conflict with school attendance, lack of motivation, not valuing school, negative attitudes toward the school, poor peer relations, lack of social skills and self-discipline, low self-esteem, or lack of basic skills.

Although RETAIN did not discuss delinquency as a problem or set the specific goal of delinquency prevention, the project's theory contains explanatory elements similar to those in Cloward and Ohlin's (1960) and Cohen's (1955) theories of delinquency.

Objectives

Although the project revised its list of objectives several times during the 1981-82 school year, the list eventually produced resembled a list of interventions more than it resembled objectives (intermediate outcomes resulting from interventions, as we understand the term). In other words, the list of objectives produced may have resembled objectives of the "management by objectives" sort more than objectives in Program Development Evaluation sense.

Although the project's theory specified the system's numerous contributions to the problems at hand, and the project's goals implied school-level outcomes, no school-level objectives were specified.

Interventions as Planned and Modifications

First program year. During the first program year the RETAIN staff specified the following major interventions: (a) increasing parental awareness, (b) linking families with needed services, (c) developing individualized curricula, (d) advocacy, (e) peer group counseling, and (f) continued in-service training for RETAIN teachers. These components were discribed in an earlier report (St. John, 1982), and were modifications of the interventions specified in the original proposal (Chicago Board of Education, 1980).

The primary focus of the project became the implementation of Individual Learning Plans (ILP's). The project's staff reported that ILP's developed in the early stages of implementation were not used effectively. Accordingly, they decided that more in-service training for RETAIN teachers was needed to assist them with developing and using this approach to education. Plans for the in-service training were carried out in September, 1981, just as school opened.

Second program year. The list of RETAIN interventions continued to evolve during the second program year. By the end of the second program year, project managers listed the following major project components: (a) parental awareness activities, (b) efforts to establish linkages with Chicago Board of Education social service agencies and other community agencies and use these services, (c) individual learning plans for attendance, behavior, and achievement problems, (d) career education (individualized and not for all participants), (e) computer-assisted instruction, (f) summer '82 RETAIN program,

(g) in-service training for RETAIN teachers, (h) staff intervention analysis meetings, and (i) evaluation tasks including student selection, questionnaire administration, data collection, and case study reports. These components are described together with information on the degree to which they were implemented in a subsequent section of this report.

Many of the changes from year to year were the result of attempts to reorganize plans according to Program Development Evaluation (PDE) definitions of interventions, objectives, strategies (see Gottfredson, 1982); some changes reflect the amount of effort needed for successful implementation; and some reflect major changes in plans. These first year to second year changes can be grouped into two categories, (a) interventions dropped and added, and (b) shifts among PDE categories.

Interventions dropped or added. Only the Peer Counseling component was dropped from overall project plans. One factor contributing to the discontinuance of the component was scheduling. RETAIN students were scheduled for project services such that often only one or two students received services at a given time. Not all of the participants wanted to be in peer counseling groups and the chances of those who did being scheduled to attend RETAIN at the same time were slim. Although managers abandoned efforts to implement this component at each site, it remained the primary approach used by one RETAIN teacher. Seven of the remaining eight RETAIN teachers reported using something they called peer counseling with some students in their school.

Managers added extensive plans for the successful implementation of their complex evaluation. The elaboration of plans for evaluation was performed not because managers saw evaluation tasks as essential to their project, but because the national evaluators had observed evaluation tasks were not always sucessfully carried out in the first year (see St. John, 1982). It was hoped that careful planning would result in a stronger evaluation.

Intervention Analysis Meetings were added by managers as a means of increasing the quality and effectiveness of specific actions taken for individual participants.

Shifts among PDE categories. In the first year, Advocacy (advocating for the rights and needs of participants) was considered an intervention. However, a more detailed explanation revealed that this was a strategy used in the implementation of three components: Parental Awareness, Linking Families and Services, and ILP´s.

Computer-Assisted Instruction was listed as a strategy associated with the ILP´s in the first year, but in the second year, was categorized as an intervention because of the considerable planning effort needed to make the computers operational.

Career Awareness was shifted from the objective category to the intervention category because this was an activity planned for participants. This could be considered another of the ILP strategies, but since major efforts, especially in the summers, were devoted to this activity, managers decided to classify it as an intervention.

The Implementing Organization

Project RETAIN can best be understood in the larger context of the Chicago Board of Education (CBE), the organization that was awarded the grant to conduct the project. Members of Board are mayoral appointees. Through a long chain of command, the Board oversaw implementation of Project RETAIN (see the organization chart in Figure 1). The General Superintendent of Schools, appointed by the Board, has responsibility for implementing all school board policies. The project itself was under the Deputy Superintendent for Field Services, who delegated direct responsibilities for overseeing implementation to the Director of Field services (DFS), Central. The project was placed in Field Services because of its plans to include non-academic services to participants and their families. The Department of Personnel hired a staff to work with the DFS to manage the project. The project management staff oversaw nine RETAIN teachers who worked in nine Chicago public schools. Eight of these teachers were selected early in the project according to Board guidelines, and one, whom a principal especially wanted in her school, was hired several weeks later. The third major division of the Board, Instructional Services, Government Funded Projects (GFP), was involved because the project was funded by the government; this division oversaw budgetary procedures.

This arrangement was unusual for the Board: Most government grants are completely under the authority of the Deputy Superintendent of Instructional Services, Government Funded Projects. The arrangement introduced unexpected elements into the project's forcefield as the two divisions of the Board developed working relationships. Both divisions had to be kept informed of the project's progress. Initially project managers expected that project planning and implementation would be reported to and approved by Field Services, and fiscal management matters would be the purview of GFP. However, GFP assigned a program monitor to Project RETAIN in the second program year.

It was also unusual that the administrators overseeing implementation and project teachers had direct contact. Ordinarily, project management would only have indirect contacts with teachers. Due to the nature of the project's activities, contact between project management and RETAIN teachers was arranged; and formal structures were maintained by communicating project plans and activities to intervening district superintendents and principals.

CBE Environment

Project RETAIN operated in a complex forcefield because of its affiliation with the Board. CBE is currently under pressure from the Department of Justice to implement a satisfactory desegregation plan. During the 1981-82 school year, the courts and school board reached an agreement and the early stages of the desegregation plan went into effect. This public school system is one of the largest in the country and well over 50% of its students are minority. Declining enrollments for the last several years have forced school closings and teacher lay-offs. A sizeable budget deficit had to be immediately ameliorated because state laws make it illegal for public institutions to operate at a deficit. The Board of Education is under fire from parents and citizens groups, each with its own particular (and often conflicting) concerns. Very few days pass without news articles about the system and its problems.

During the spring of 1981, a new General Superintendent of Schools was appointed by the Board of

Education from outside the system, causing uncertainty about steps that would be taken to solve the problems of the system. Many new administrators were appointed in 1982, including a new Deputy Superintendent for Field Services. This change had very little effect on RETAIN operations.

A critical incident. The General Superintendent sought additional funding for special programs as a means of addressing problems in the system. As part of this fund-seeking activity she called on officials at OJJDP to seek support for future delinquency prevention programs. During her visit, she was informed that her system currently had a large grant from the agency, and was told that both the evaluation and project activities needed strengthening before more funds could be considered. OJJDP officials reported that she was apparently unaware of the project RETAIN--a circumstance that is not surprising because the long chain of command kept the project at some distance from her.

On returning to Chicago the General Superintendent met with project managers, and subsequently appointed the GFP monitor. She also approved the administration of the SAES student questionnaire from which the CBE had censored important items in the project's first year. CBE managers were invited to brief high-level CBE administrators about their project and its evaluation. For a time after these activities, the RETAIN managers' interest in PDE planning and project documentation increased.

History of the Project

The proposal for Project RETAIN was developed in part in response to public pressures on the school system to more adequately respond to the needs of troubled students and schools. The Board of Education assigned priority to alternative education and commissioned the Program Development Manager of the Center for Urban Education to develop such a program and secure funds. Prior to this proposal, one other unsuccessful attempt at funding had been made.

The system had never before implemented an alternative education project closely resembling project RETAIN, but there have been other projects with similar goals. The ABC Project and the Family Guidance Center were both aimed at increasing student achievement and reducing absenteeism and disruption. TAP-I was implemented to reduce truancy in schools plagued by this problem, and worked with younger students identified as potential truants. Title I programs were planned to be implemented in each school, but implementation did not reach the final stages. TAP-I was revitalized as part of the desegregation plan in 1981-82.

Project RETAIN Staffing and Resources

Project RETAIN had four management positions, nine teachers, and a computer specialist. The Director (not funded by the grant) had primary responsibility for communicating with other CBE administrators. The Project Coordinator oversaw all project staff and the implementation of each aspect of the project. The coordinator worked directly with the teachers and kept the Director informed of progress and issues. The Management Specialist was primarily responsible for fiscal management and evaluative tasks, and reported to both the Coordinator and Director. The Activity Specialist was responsible for working directly with the RETAIN teachers in developing and implementing activities, and reported to the Coordinator. A Computer Specialist had responsibility for securing, installing, and programming a microcomputer system at the project schools and for providing in-service training in the use of the computers. Teachers reported directly to the Activity Specialist. Total funding for two years of project RETAIN was $1.3 million, with most being allocated to personnel costs. (The two-year grant from OJJDP accounts for about $1.1 million; the balance was a CBE contribution.)

The Chicago school system provided Project RETAIN with nine teachers (whose salaries were paid from grant funds) who were to implement the project at each of nine sites, including three high schools and six elementary schools. The project managers conducted pre-service training in 1980-81 to acquaint those teachers with the goals and objectives of the project and to assist them in developing new approaches to the students who are often neglected by the system, and ongoing inservice training in 1981-82 for continued assistance.

The RETAIN Structure

Project RETAIN served three clusters of three schools each: The Northside (School District 3), Southwest (School District 12) and Southeast (School District 19) communities. These clusters were chosen because they represent three different population groups from the city and are located in high crime neighborhoods. Each cluster is composed of one high school and two feeder elementary schools (grades K-8) or middle schools. These schools were identified as having serious problems with one or all of the project's target problems.

Elementary school level. Grades 7 and 8 are, for the most part, housed in elementary schools in the Chicago school system. These grades are organized into classes which stay together for the entire school day mostly in one classroom with one teacher. Some elementary schools have "walking" reading and math programs, which mean the students change classrooms to attend classes with specialty teachers. These schools are usually small with 2 or 3 classes in each grade level. In some schools, each grade level follows the same basic schedule during the day.

This highly structured environment helped structure the RETAIN project. At all elementary school sites, the RETAIN teacher had a room with a telephone set aside for RETAIN activities. The RETAIN teachers generally visited other teachers each morning before school started. This was done to check on participant attendance, achievement, and classroom behavior from the previous day. They returned to the RETAIN classroom to stand in the hall and greet students arriving for the school day. When a participant was not seen, other locations in the school were checked, and if the student could not be found, the RETAIN teacher contacted the parents by phone. In this way, the project teachers monitored the attendance of and had daily contact with participants.

Participants usually attended RETAIN in small groups of three or four during the school day. Small numbers allowed RETAIN teachers to work with students either in small groups or individually and provide either academic instruction or counseling. The results of some student's learning style inventories suggested that small group instruction was appropriate for them; others needed individual attention or to work mostly on their own. RETAIN teachers attempted to schedule students for whom small groups were most appropriate at the same time period. But scheduling constraints did not always allow for this--only certain time periods were available for attending RETAIN both because of student schedules and because RETAIN teachers had other project duties each day. RETAIN teachers had to have large blocks of time each week for making home visits and for attending every-other-week project staff meetings. Project staff reported that these constraints also resulted in a catch-as-catch-can schedule resulting in varying amounts of contact with RETAIN participants.

High school level. Chicago high schools are large schools that include grades 9 through 12. Most of these schools have staggered start-up times for each class level. The daily schedule involves changing classes every 52 minutes for 7 to 10 class periods each day. Students are not necessarily scheduled for instruction each class period.

The school organization helped structure the high school level RETAIN project. Each RETAIN teacher had a phone and classroom, or area of a classroom, reserved for RETAIN activities. Generally attendance was monitored by the having participants come by the RETAIN classroom before reporting to their homeroom. Later in the day, some RETAIN teachers went on what they called "rounds." This activity involved checking the classrooms students were supposed to be in at that time period. Students who had not reported in the morning and who were not in their classes were thought to be absent and thier parents were to be called. Students who were in attendance but not in their classes were to be counseled for class skipping.

Participants were scheduled to attend RETAIN either during their study hall time or before school started in the mornings. The student's schedules determined when they could participate in RETAIN and how often during each week. If a student were selected and his or her schedule conflicted with the times the RETAIN teacher had available for classroom work, arrangements were sometimes made to change the student's schedule. When all routes were blocked the RETAIN teachers and participants worked out the best possible arrangement for early or late in the day contacts. RETAIN teachers tried to schedule students with similar problems and learning styles at the same time, but because of scheduling problems they were not always successful.

Participants. The project plans specified that 15 students would receive direct services at each school. Students were to be chosen randomly from pools of referrals. School staff were asked to refer students with attendance, achievement, or behavior problems (or any combinations of these problems) to the RETAIN teacher. Parental consent was required for participation.

Length of participation. Participants were to remain in the project until the RETAIN teachers judged that they no longer needed alternative education. The project did not specify how much contact each student would have with RETAIN, nor did it establish guidelines for the termination of participation.

Forcefields

Each teacher had responsibility to clear with the principal any alternative procedure or policy the project planned to implement in the school. For instance, in most project schools, the RETAIN teachers were relieved of hall monitoring responsibilities because the project required them to leave the campus to contact families. Regular responsibilities in the school would have hindered the implementation of important project interventions. Project RETAIN managers reported that not all principals were supportive of the project efforts in their schools.

Problems in implementing some of the program strategies at some schools, including the advocacy role for RETAIN teachers and release time for RETAIN teachers' home visits, were never overcome. The principal at one of the schools reported that he suspected the teacher originally hired to implement RETAIN at his school was abusing the off-campus arrangements for making home visits. In the Fall 1981 school semester, he blocked implementation until the teacher was replaced with someone more to his liking in January 1982.

This action (at Sheridan) created another problem. The project Activity Specialist had to spend a great deal of time training the new staff member. Furthermore, the principal continued to disallow home visits.

The special activities and status of the RETAIN teachers could have led to tense inter-teacher relations if the project's emphasis on helping students with special needs were not accepted by all teachers. Faculty contacts were maintained as a means of building support among peers for the project.

Other school administrators and the Board supported the project, but the project managers spent much time working through bureaucratic procedures.

Cross site variations. Extensive cross-site variations in the implementation of the project resulted when the project caved in to principal demands. At Bowen and Gage Park high schools and Bontemps Elementary School, the principals required that RETAIN teachers service more than the 15 selected participants. At Thorp elementary school the principal used the RETAIN classroom as the site for an experimental in-school suspension project. The RETAIN teacher had responsibility for the suspended students and generally involved them in RETAIN activities. The necessity to be at school all day for this non-RETAIN activity prevented this RETAIN teacher from making home visits during working hours. At Blaine Elementary School, the RETAIN teacher was often called upon to counsel non-RETAIN students referred to the office for discipline reasons. Several RETAIN teachers reported that principals called on them to contact the families of non-participants because all other attempts had been unsuccessful. At Bontemps, the RETAIN teacher explained that one or two students had been placed in RETAIN so that the families could be contacted to give consent to assigning the student to the Special Education track.

RETAIN teachers reported that the difference between the RETAIN participants and non-participant recipients of services was that no ILP's were developed for the non-participants, and contacts were less regular for most of these students. At most sites, principal demands were handled as additional responsibilities. Managers reported these unanticipated variations did not harm

RETAIN implementation. Only at Sheridan Middle School was it necessary to drop a component.

What Was Implemented?

The project did not participate in Program Development Evaluation (PDE) reporting procedures in the way we had intended. A management plan was not completed during the first PDE planning conference, nor was much systematic planning documented. In the first year, general reports of successes were often given. These reports usually told of necessary successes in procedural matters within the bureaucracy. Implementation in the schools was not documented, and so can not really be described.

During the second program year project staff struggled with documenting programmatic efforts in their PDE plans. Although we attempted to clearly describe expectations, managers reported a lack of understanding of the expectations for planning and reporting. Several times they commented on the bulky plan that would result if they documented project activities at each school. Such documentation would have been necessary because each component had some exceptional variation at one or more of the sites. PDE plans were never developed; other documents were substituted.

Site visits were conducted as a means of gathering information about the project operations at the nine schools. All RETAIN teachers were interviewed about how they executed their understanding of the project plans, a sample of ILP's were reviewed, and teachers were observed while working with students. Seven of the principals at the implementation sites were interviewed.

The following description of what was implemented is based, then, on the documents furnished by RETAIN managers, observations at each school, and comments made during interviews with RETAIN staff.

Parental awareness. Conferences with parents continued to be the primary method of making parents aware of the educational problems their children experienced and involving parents in the solution of these problems. The role of the RETAIN teacher in these sessions was that of an advocate for the students. Many conferences took place in the homes of the students.

At Nightengale Elementary School the RETAIN teacher organized a regular weekly parents meeting. Parents at this school were assisting in the project and three parents were at the school the day I visited. I also saw pictures in the RETAIN classroom of social events sponsored by the project for both participants at that school and for three RETAIN projects in nearby schools. Project managers indicated that the teacher was successful with the council because the neighborhood had longtime residents who had always been active in school activities. At Blaine and Bontemps Elementary Schools, the RETAIN teachers had implemented individual counseling with several of the students' families in an effort to improve parent/child relationships. Sometimes the teachers helped families begin counseling at local community mental health centers. RETAIN managers also developed three newsletters and sent them to the parents of participants.

Linking families and services. The Chicago Board of Education is a city agency. This status could link the Board with other divisions of city government such as law enforcement, the judiciary, health and human services, and political bodies such as the City Council and the Mayor's Office. Project RETAIN is therefore potentially linked to these organizations through the Board.

The Board of Education maintains many social and supplemental educational services through its three Pupil Service Centers, and by virtue of the project being a part of the Board of Education, these services were automatically linked. Project managers reported making arrangements for quicker processing of requests for services from these centers.

RETAIN teachers and staff established relations with community service organizations and businesses near some of their schools. Three schools reportedly established informal RETAIN Parents Councils that included members from community organizations. RETAIN managers also acquired a list of service organizations categorized by geographic area and type of service and distributed the lists to the RETAIN teachers.

Although project managers provided little in the way of guidelines for determining whether or not to refer families for services, the teachers apparently followed their hunches about family circumstances and consulted other people acquainted with the students. Clearly some decisions needed little guidance--one teacher reported she had referred a family to the local mental health center because the father was an alcoholic who abused his child.

Individualized Learning Plans (ILP's). RETAIN teachers gathered social and academic histories for the participants and devised individual plans for achievement, attendance, and behavioral objectives based on this information. The teachers were also expected to determine their students' individual learning styles and plan teaching methods that matched student learning styles. Once these data were gathered, students and teachers were expected to develop a contract that specified long term goals, short term objectives, the activities planned for reaching the objectives, and the means of regular evaluation of the students progress. For example, a student who had been chronically absent might have as a goal to attend school every day he or she is not ill. The short-term objectives might be to first begin attending three days a week, then four, and finally five, with attendance reported by the students' regular classroom teachers as the means of evaluating whether or not the objectives were reached.

Individualized plans were to cover any individual counseling needs with which RETAIN teachers could help. The plans were also to specify individual career interests, plans for increasing awareness of jobs in fields of interest, instruction needed for particular jobs, any job seeking-skills that may be needed, and appropriate job placements for eligible students. Computer-assisted instruction was planned as one aid to implementation of learning plans.

The project managers encountered difficulties in their attempts to standardize the ILP recording format across schools. Despite the managers' honest efforts to devise a common format by the end of the year there were as many recording formats as there were RETAIN teachers. The Project Coordinator reported that this was because each teacher felt more at ease with his or her own recording format.

RETAIN teachers varied in the degree of specificity of both long-term goals and short-term objectives. Several reported confusion over these details. Despite these problems, each current participant at each school had a file folder containing records of goals and objectives contracted for, and lists of actions taken by each teacher, dates the action was taken, and some report of results of the actions.

Students reported they knew about their plans and contracts; several could state some of their goals and the reasons they thought working to achieve the goals would be beneficial. Students reported they were aware of most of the actions taken on their behalf by the RETAIN teachers, and many reported they appreciated the caring and help received--even when the help involved the dreaded parent contacts.

Career awareness. Project staff reported that records of specific career awareness activities for the individual students appeared on their ILP´s. Some of the approaches included the use of CVIS available on the Board of Education´s downtown computer, speakers, visits to job sites, study of occupation-specific preparation units before visiting sites, help with job seeking skills, and the "World of Work" component of the 1981 summer program.

Computer-Assisted Instruction. This component met with obstacle after obstacle and, although planned to begin in the first year of implementation, did not get off the ground until the fall of the second year. The first unanticipated obstacle was that the Board of Education guidelines required that the purchase of the equipment be conducted through a competitive bidding process. This unanticipated requirement delayed obtaining the equipment. Later, arrangements for electrical outlets and overnight security slowed down installing the equipment. Then difficulties acquiring software (computer programs) were encountered when project managers found that the Board of Education also had guidelines for what could and could not be installed on the computers. The computer expert on the management team developed a few small programs for the computers so teachers and students could begin using the equipment, and he conducted on-site workshops in the use of the machines. The software was eventually acquired and installed, but one of the schools had its computer stolen. Parents at this school were working to replace the computer when I visited the school in March.

At some schools the RETAIN teachers regularly used the computers to give additional instruction in math and English. One student reported that the machine was fun to use because it divided complex problems into little steps and immediately reported to the student whether or not each step had been properly executed. Another student had begun writing simple programs that made the computer print out geometric designs. The computer kept individual logs of student use that included amount of time, units completed, and degree of mastery in each unit. Teachers who used the computers recorded the computer log information on students ILP´s.

In the beginning of the school year project managers had planned for students to be transported to DePaul University for additional computer instruction. These plans had to be abandoned because of the high fees that would have been charged, large amounts of time that would be needed to transport students to the University and back again, and because University personnel expressed some reservations about having groups of young students using their facilities.

Summer program. During the summer of 1981, the project implemented a special program to work with all RETAIN students for the entire day at the nine school sites. The summer program emphasized career education and remedial instruction. They had hoped to employ the RETAIN high school students as tutors for the elementary students with CETA funding but were unable to do so.

Early in the 1981-82 year, project managers had not decided whether they would implement the summer program for a second year. The final decision rested on whether or not the Board of Education planned to have any schools open for summer school. We do not know if a summer program was implemented in the summer of 1982.

In-service training. The foregoing list of components planned as direct services to students is indicative of the variety of skills the on-site implementers must have had in order to successfully serve students as planned. Because teachers selected to implement the project had, for the most part, been classroom teachers, project managers felt that many hours of in-service training would be required. Project managers began the training by acquainting the teaching staff with the project goals and planned interventions prior to student selection for participation in the first program year. They also thought in-service training should occur periodically throughout the implementation period so teachers could acquire skills and information needed to (a) implement the career development curriculum, (b) improve student reading skills, (c) use computers as an instructional aid, (c) counsel students, and (d) determine individual students' optimal learning styles. Teachers were also to learn about family services available through the Board of Education and other community agencies.

For the most part, project managers did not make specific plans for specific types of in-service training after the initial pre-service training. The management style was one of informally surveying teachers to find out what areas of responsiblity they thought they could use some additional training in, then trying to identify resources for delivering the training. Often the managers learned of particular workshops that were planned elsewhere and spontaneously arranged for release time. This lack of specificity became clear when project managers asked Polaris, the technical assistance contractor for the OJJDP initiative, to come and train teachers in effective peer counseling methods. The impression of the TA contractors was that the project managers were unclear about how the proposed training in peer counseling fit into their project plans. Although peer counseling was initially planned as a component of the project, it had, by that time, been abandoned for numerous reasons at all sites. The project managers' decision to seek training in peer counseling when they did was somewhat surprising.

Intervention analysis meetings. By January of 1982, project managers added a new component for their teachers called Intervention Analysis Meetings. This was planned to be a means of helping teachers to solve problems through the presentation of case studies at staff meetings. Other members of the staff were expected to analyze the case based on the presented materials and suggest possible interventions. We have been unable to determine whether this component was implemented.

Evaluation activities. At the August 1982 planning conference, project managers developed extensive plans for carrying out each task of their evaluation. They had been unable to gain approval in the first year to administer the SAES questionnaire containing the self-reported delinquency items. The Chicago Board of Educations censoring these items from the questionnaire resulted in no assessment of the primary result sought by the sponsor of this delinquency prevention project because the Board also blocked attempts to acquire official delinquency data from police or court sources. Managers reported that failure in this area was primarily due to a fear on the part of administrators and principals that parents would object or cause problems for principals and the school system if they knew the project was part of a delinquency prevention initiative, or knew about the sensitive nature of some of the questions being asked of their children.

In the second year, project managers set a timeline for contacting high-level administrators to gain support for the questionnaire, but their plans did not include any strategies for helping the administration cope with irate parents should this unlikely event occur. As it turned out, the matter became moot when the questionnaire was brought to the attention of the General Superintendent after her meeting with OJJDP officials. We wrote to the Superintendent requesting approval of the standard student questionnaire for administration in Chicago. The Superintendent reluctantly approved the questionnaire.

Overall school response rates on the questionnaires were low in the first year´s administration. Managers indicated that principals saw the questionnaire as a disruption to their school and as having little or no value. Managers therefore made plans for helping principals by developing special reports on some of the questions and reviewing the results they thought principals would find to be useful information. These tasks were executed, but it had little effect on the response rates in the second year.

Another plaguing problem was the likely breakdown of the experimental design at some schools. Post-randomization checks showed that randomization had failed in several schools in the project´s first year. Managers decided to resolve this problem by using a random number table to make the selections at the RETAIN central office. This proved to be an unsatisfactory solution to the problem when evidence of another breakdown in randomization began to accrue.

Because the project also had school-level goals, plans were made for reporting school level data to the national evaluation team. The project identified several control schools to use in the comparative analysis, and decided to administer the questionnaire in one of these schools. These plans were not fully executed. No school-level data were reported for any of the schools.

Problems also surrounded individual-level data collection activities. During the first reporting period of the project´s second year staff at the schools who collected and reported data on the treatment and control groups misunderstood some printed instructions. At the end of the first reporting period this problem was discovered, and by the last data reporting period codes were being properly used and all instructions were followed.

Other components. Managers gave oral reports about special activities which some of the RETAIN teachers implemented at their schools. At Blaine Elementary School, the RETAIN participants wrote and performed a play for their school. The Northside cluster took a field trip to Evanston for the experience of attending a professional performance.

Effectiveness

Evolution of Evaluation Design

First Year. The project managers established procedures for random selection of students at each school. More than 15 students were referred at each school; thus selections had to be made in some fashion. Randomization was agreed upon because it seemed administratively simplest. Principals, counselors, and RETAIN teachers then made the selections by drawing names of students referred to RETAIN out of hats.[1] Lists of RETAIN participants, control students, and waiting students were developed. The project reported that there were only a few students in the nine schools who were placed in the project by any method other than drawing names from hats.

This method of randomization did not produce equivalent groups of students. Post randomization checks revealed significant differences in achievement (standardized test scores and grades) for the comparison groups at two schools. In one of these schools, the control group contained a high proportion of special education students. Randomization may also have broken down in a third school. A significant difference in the number of siblings reported by treatment and control students was found in that school. As a result, project managers committed themselves to conduct the randomization process and use a random numbers table for the selections in the second year, and the placement of any student in the project by any other means was to be documented.

Second year. Although we urged that randomization be conducted at Johns Hopkins, project managers demurred. Several indications imply that the experimental design also broke down in the second project year. Some students who had participated in the program previously were reenrolled in the program. And, project managers used random number tables to select new participants for the second year before obtaining parental permission for participation in RETAIN and the evaluation. Many students selected for the control group were then excluded from the study when parental permission could not be obtained. We experienced considerable difficulty in determining exactly what happened to the design.

When we discovered that implementation had been delayed in one of the project's schools (Sheridan), we again requested to conduct randomization at Johns Hopkins. This request generated some ill will, but was acceded to. A one-semester true experiment was definitely conducted at Sheridan, although project implementation was weak in this school.

Both years. As with all projects in the Alternative Education Program, project staff were expected to take all necessary steps to secure information pertinent to the evaluation from school and other archival records, and to administer the School Action Effectiveness Study student questionnaire each spring. Archival data were to be collected for RETAIN participants and control group youths, and questionnaires were to be administered to these youths and to probability samples of students from participating schools. Survey administration was to be guided by administration manuals supplied to the project.

---

[1] Alas, they were told to "draw names from a hat" by the evaluation field worker initially assigned to work with the project.

Results First Program Year

The clear evidence of a breakdown in randomization in two schools, and the possibility that it failed in a third, made us wary of assuming that randomization was implemented in the remaining schools. Because we did not supervise the randomization, we have no direct knowledge of the procedures used. Despite these worries, some significant differences between RETAIN and control students were found and merit discussion. Interpretation should be tempered by awareness that (a) randomization may have broken down in several additional schools, if not in all of them, and (b) interventions were implemented in limited forms and for only a short period of time.

No statistically significant differences were found on any cognitive variables, after the two schools where evidence of non-random assignment involved cognitive variables were excluded from analyses. Measures of delinquent behavior were not available for analysis: Nearly all self-reported delinquency items were censored from the questionnaire by the Chicago Board of Education, and the Board refused to seek official delinquency data.

In one project high school (Bowen) RETAIN students were absent significantly more often than control students (6.11 days vs. 2.67 days on average, respectively, $p<.01$). In Blaine Elementary School, Interpersonal Competency scores were higher for RETAIN than for control students (4.07 vs. 3.21, $p<.05$).[2] (This is the school in which RETAIN and control students differed in number of siblings.) Several differences between RETAIN and control students were found in Bontemps Elementary School. RETAIN students were significantly lower in Interpersonal Competency than the controls (2.96 vs. 4.30, $p<.05$), higher in Rebellious Autonomy (2.21 vs. 1.37, $p<.05$), higher in self-reported suspensions (.76 vs. .28 per student in the past year, $p<.05$). Finally, in Thorp Elementary, RETAIN students scored higher than control students in Attachment to School (4.19 vs. -3.69, $p<.01$).

These interim results were interpreted with caution for several reasons. First, we were uncertain that the RETAIN and control groups were truly randomly equivalent. Second, the available data were dredged to detect significant differences, and when many significance tests are conducted a few may be "significant" by chance. Third, the project implemented its interventions in weak form. Although details were sketchy, ILP's were apparently not regularly updated, the parent component did not go as expected, and the intervention was brief. Questionnaires were administered only 8 to 10 weeks after implementation of the project began. These results apply only to the interventions as implemented, not to the interventions intended.

---

[2] Descriptions of the measures used in the School Action Effectiveness study during year one may be found in the first interim report (Gottfredson, 1982) and descriptions of the slightly modified measures used during year two may be found in the overview section of the second interim report (Gottfredson, Gottfredson, & Cook, 1983).

Second Year Results

During the 1981-82 school year, 163 students in Project RETAIN'S nine target schools were identified as being control students, and 145 were identified as treatment students. Table 1 shows the number of treatment and control students in each school. Usable pre-treatment data from records for the 1980-81 school year were provided on students' gender, age, fourth quarter English grades, Iowa Test of Basic Skills (ITBS) scores in reading and math (for elementary school students only), number of high school credits earned (for high school students only), and suspensions. An unfortunate amount of data were missing--ranging from 21% missing for English grades to 35% missing for suspension data. As Table 2 shows, there was considerable variation across schools on the degree of missing data.

Outcome data from records for the 1981-82 schools year were provided for attendance, suspensions, English, math, science and social studies grades, and withdrawal from school. The amount of missing or incomplete data ranged from 0% for withdrawals to 60% for attendance. As was the case for pre-treatment data, there was considerable variation across schools (see Table 3).

Completed or partially completed Student Questionnaires (administered Spring, 1982) were returned for 65% of the treatment students and 52% of the control students. Survey administration was poorly implemented in several schools. Proportions of questionnaire data missing for each of the project's schools are shown in Table 4. The questionnaire, although a post-treatment measurement instrument, contains measures on several measures, such as age, sex, race and parental education that are considered to be background measures or measures of stable personal characteristics that could probably not be affected by a treatment. They are thus useful in assessing the pre-treatment equivalence of treatment and comparison groups.

Analysis proceeded in several steps. First, treatment and control students were compared on available pre-treatment and Student Questionnaire background variables. These comparisons were performed at the project level (i.e. all project treatment students vs. all project controls) and were attempted at the school level (i.e., treatment vs. controls in each of the target schools). Comparisons at the target school level are largely uninterpretable due to small N's and many missing data.

If the project had substantial effects, this should show up in the project-level comparisons, where, despite the unknown bias due to missing data, the N's are large enough to allow a reasonable chance of detecting statistically significant differences if they exist. Comparisons of treatment and control groups were made for outcome measures from school records as well as outcomes measured by the Student Questionnaire. For outcomes for which the difference between treatment and control students was significant, subsequent analyses examined the data to determine whether treatment by school interactions were present. A significant interaction would suggest that the project was more effective in one school or set of schools than in others.

Because the randomization process had broken down, for treatment-control group comparisons in which initial analyses found significant differences, statistical controls were applied in a stepwise regression analysis to "control" for pre-existing differences between groups.

Post randomization checks. When all project treatment students were compared to all control students on available pre-treatment and background data, no significant differences were found (see Table 5). Furthermore, differences between the two groups were small in comparison to the individual differences within groups (compare the differences between means in Table 5 with the standard deviations, which are indicators of the extent of individual differences). Comparisons on pre-treatment and background variables were also performed school-by-school. This time, several significant and near significant differences appeared, despite the small N's (see Table 6). Because randomization was to occur at the school level, this set of results implies that the evaluation must be regarded as involving a non-equivalent control group design, because randomization was not effective.

Outcomes for treatment and comparison groups. Post-intervention comparisons between treatment and control group students are summarized in Tables 7 and 8. These are simple raw comparisons, with no statistical controls. Three outcomes favored the treatment group. These were: dropout ($p<.01$), practical knowledge ($p<.05$), and self-reported employment ($p<.01$). One result favored the control group--parental emphasis on education. When statistical controls were applied in a regression model,[3] no significant differences between groups remained, except for self-reported employment and dropout in school 1240 only. It turns out that the difference between treatment and control students on dropout rate in school 1240 is due to a very high rate among control students.[4] These results may be interpreted as suggesting that the observed differences between RETAIN and comparison youths can plausibly be attributed to pre-existing differences; they may not be attributed to the program's influence with any confidence.

Discussion

The present results are subject to several important limitations. The most important limitation is the overall poor quality of the data. Missing and incomplete data, and the variations across schools in quality may introduce bias of an unknown nature into statistical analyses. It also weakens analyses by decreasing statistical power, i.e., decreasing the chance that differences that may exist will be detected by a statistical test for significance. A second limitation is the non-equivalence of groups prior to treatment (See Table 5). Groups were to have been randomly assigned to treatment and control conditions, but this was either not accomplished or was unsuccessful. Finally, we judge the implementation as not particularly a strong one, and therefore statistical results should probably be interpreted as representing the results for a rather weak set of interventions.

---

[3] A control variable is a variable that is correlated with the outcome variable of interest which is sometimes introduced into an analysis to adjust for pre-existing differences between groups when the groups are not randomly equivalent. The following variables were controls for the regression of dropout rate on treatment: age, suspensions in 1980-81, and absences in 1980-81. For the regression parental emphasis on education on treatment, the following variables were utilized as controls: parental education, dummy for school 4440, and the dummy for race (1=white, 0=other). For the regression of practical knowledge on treatment, these variables were used as controls: sex, dummy for race (1=white, 0=others) and the dummy for school 1240. The control variables used for the regression of self-reported employment were : sex

Results of First Program Year

Despite the limitations, the implications of the first year results for the project were several. Earlier (St. John, 1982) we listed several suggestions: (a) Steps should have been taken to assure that randomization was implemented. (b) The project should have examined activities at Bowen to determine whether any aspects of RETAIN activities contributed to student non-attendance. (c) The project should have examined its activities at Blaine to learn whether project activities that contributed to interpersonal competency could be identified and put into practice elsewhere. (d) The activities at Bontemps should be have been carefully scrutinized to see if changes could have been made to avoid what appeared to be negative effects on interpersonal competency, rebellious autonomy, and possibly suspensions. (e) The activities at Thorp should have been examined to learn whether project activities that contributed to student attachment to school could have been identified and put into practice elsewhere.

Possibly, of course, these results were attributable to a breakdown of randomization. Therefore, we suggested that the project carefully review how students were selected for participation in RETAIN, and consider whether these results may have been due to some artifact of the selection procedure. Although project managers made some attempt to improve their evaluation, there is little evidence that any of these suggestions were followed up with much zeal.

Second Program Year Results

Taken together, the results for the second year provide little evidence that RETAIN accomplished either its own goals or the results sought by OJJDP. This outcome may be the result of (a) a weak evaluation, or (b) a weak program.

PDE and The Project

Project RETAIN managers did not fully participate in a Program Development Evaluation of the kind we had envisioned would be implemented. They were cooperative in the summative aspects of evaluation, electing to attempt implementation of a true experimental design and to report school record data on individuals in a timely and frequent fashion. They did not, however, furnish

---

and the dummies for schools 1240, 6180 and 5090.

4. For control students in school 1240, the sample mean for dropout rate is .55 with an SD of .51 (N=18). For the treatment group the sample mean is .13 (SD=.35, N=15). See Table 7 for the sample means and standard deviations for the entire sample (i.e. all treatment vs. all control students).

systematic implementation data to us as requested. We do not fully understand the reasons we were unable to obtain implementation data, the reasons for the extensive missing data problems, or the reasons for the failure of randomization.[5]

Goals. Project managers participating in the first PDE planning workshop were clear about the problems the project was designed to address. Therefore they were clear about the goals of the project and the target population that was appropriate for the direct services component.

Theory and objectives. The project's rationale pointed to many sources of the problems RETAIN was intended to address, and some of the implied corrective activities were incorporated into planned activities. For the most part, the plans developed failed to clearly specify the intervening outcomes that would have to be achieved. We sensed some reluctance on the part of project managers to make clear statements in this area. For example, although managers stated that one cause of the problems that RETAIN was to address was ravaged self-esteem, they would not state this obvious outcome as an objective of their interventions because they said they did not want to be held accountable for raising self-esteem, a relatively stable characteristic that is difficult to change.

Project managers appeared sometimes to use the word "objective," in ways other than that intended in the PDE method. In other planning models, "objective" is often used synonomously with a process or activity. PDE requires abandoning that usage and learning a more research oriented meaning of objective. Activities or processes are called "interventions" in the language of PDE.

The Match between Theory and Interventions

The project's theory described the contributions of students, parents, community, and school to the problems that students experience. It follows, therefore, that objectives and interventions should be aimed at system changes, with at least as much vigor as the individual focus. Although plans initially included several intermediate outcomes and project activities that were related to changes in the system, nearly all were dropped. Only at Thorp was there an experiment with an in-school suspension project initiated by the principal. Except insofar as the use of ILP's and the attendance methodology were viewed as a pilot or demonstration of these techniques, RETAIN may then be characterized as a project aimed at assisting individuals in persisting despite the system. If the project's theory was correct, RETAIN was probably not able to achieve dramatic effects when no system changes were made. The focus on 15 individuals may not be a strong enough intervention to affect a whole school--even a small one.

---

[5] It may be of some significance that, after extensive discussion of the advantages and disadvantages of alternative evaluation designs at the January 1981 workshop where the experimental approach was decided upon, the reason project managers chose to implement randomization rather than alternatives (e.g. matched control groups, regression discontinuity, time series) was that they judged it to be administratively simpler to accomplish. In actual practice, maintaining the randomized treatment-control group design was not simple.

School-level. From the outset project staff stated school-level goals of increasing attendance and reducing disciplinary incidents. Although the school-level interventions were dropped, the goals were clung to as if the project's success were riding on having reached these goals.

The project managers explained this was because Project RETAIN was itself an experiment with new policies and procedures. They argued that implementation of the project was therefore evidence that the goals were met. As for creating broad changes in school policies or practices, the staff reported that this would have taken years of effort, involving every level of the Board in planning and approving new policies. Furthermore, they were not policy makers, but project implementers responsible for a project serving 15 students at each school. They did indicate that the project was being carefully watched by administrators and that if the alternative policies used in the project appeared to be successful, policy makers would consider adoption in the system.

Conclusion

Project RETAIN suffered from management difficulties. The CBE is large enough that these problems apparently were undetected (just as the Project itself operated without the knowledge of the General Superintendent until her communications with OJJDP) despite each project modification being cleared by a DFS, an administrator placed rather high in the system. Although the managers had all worked with this DFS, a formal hierarchy in decision making appeared to be the rule, perhaps accounting for the minimal awareness of Project RETAIN at higher administrative levels. The assignment of a Government Funded Programs monitor in the second year did not help to resolve the management difficulties.

Teachers in the schools tried valiantly to implement the project to the best of their ability, but lacked guidance and training in the many skills needed. Students at all sites seemed to be attached to the RETAIN teachers and grateful for their help, but management practices resulted in nine different programs evolving (one in each of the schools) rather than the development of a single cohesive program.

The large Chicago Board of Education bureaucracy is a highly political organization. Managers were sensitive to the politics of the system. They appeared less sensitive to the demands of developing a strong set of interventions, and had difficulty in working with the project's complex forcefield to develop the project. The very nature of the project meant that the system had to be modified at several levels to accommodate it. Project activities and organization required that new lines of administration be developed to assist in the direct contact between RETAIN teachers and managers. Without these arrangements, the question of who was in charge--principal or project managers-was left wide open, and the project took on a different character at each school. The project dropped entire components at some schools, and added additional activities at others, in large part in accommodation to the principals of the several schools. New policies were needed for the implementation of many planned activities such as campus release time for home visits.

It may have been helpful if project managers had been empowered to work with principals to plan and implement experimental policies and procedures that would have affected their schools. Managers did not perceive they had this power.

References

Chicago Board of Education. Project RETAIN (A proposal to the Office for Juvenile Justice and Delinquency Prevention). Chicago: Author, 1980.

Cloward, R. A., & Ohlin, L. W. Delinquency and opportunity: A theory of delinquent gangs. New York: Free Press, 1960.

Cohen, A. K. Delinquent boys: The culture of the gang. Glencoe, Ill.: Free Press, 1955.

Gottfredson, G. D. A theory-ridden approach to program evaluation: A method for stimulating researcher-implementer collaboration (Report No. 330). Baltimore: The Johns Hopkins University, CSOS, 1982.

Gottfredson, G. D. (ed.). The School Action Effectiveness Study: First interim report (Report No. 325). Baltimore: The Johns Hopkins University, CSOS, 1982.

Gottfredson, G. D., Gottfredson, D. C., & Cook, M. S. (eds.), The School Action Effectivness Study: Second interim report. Baltimore: The Johns Hopkins University, CSOS, 1983.

Office for Juvenile Justice and Delinquency Prevention. Program announcement: Delinquency prevention through alternative education. Washington, D.C.: Author, 1980.

St. John, J. Project RETAIN: First interim report. In G. D. Gottfredson (ed.), The School Action Effectiveness Study: First interim report. Baltimore: The Johns Hopkins University, CSOS, 1982.

Figure 1: Aspects of Chicago Board of Education Organizational Chart

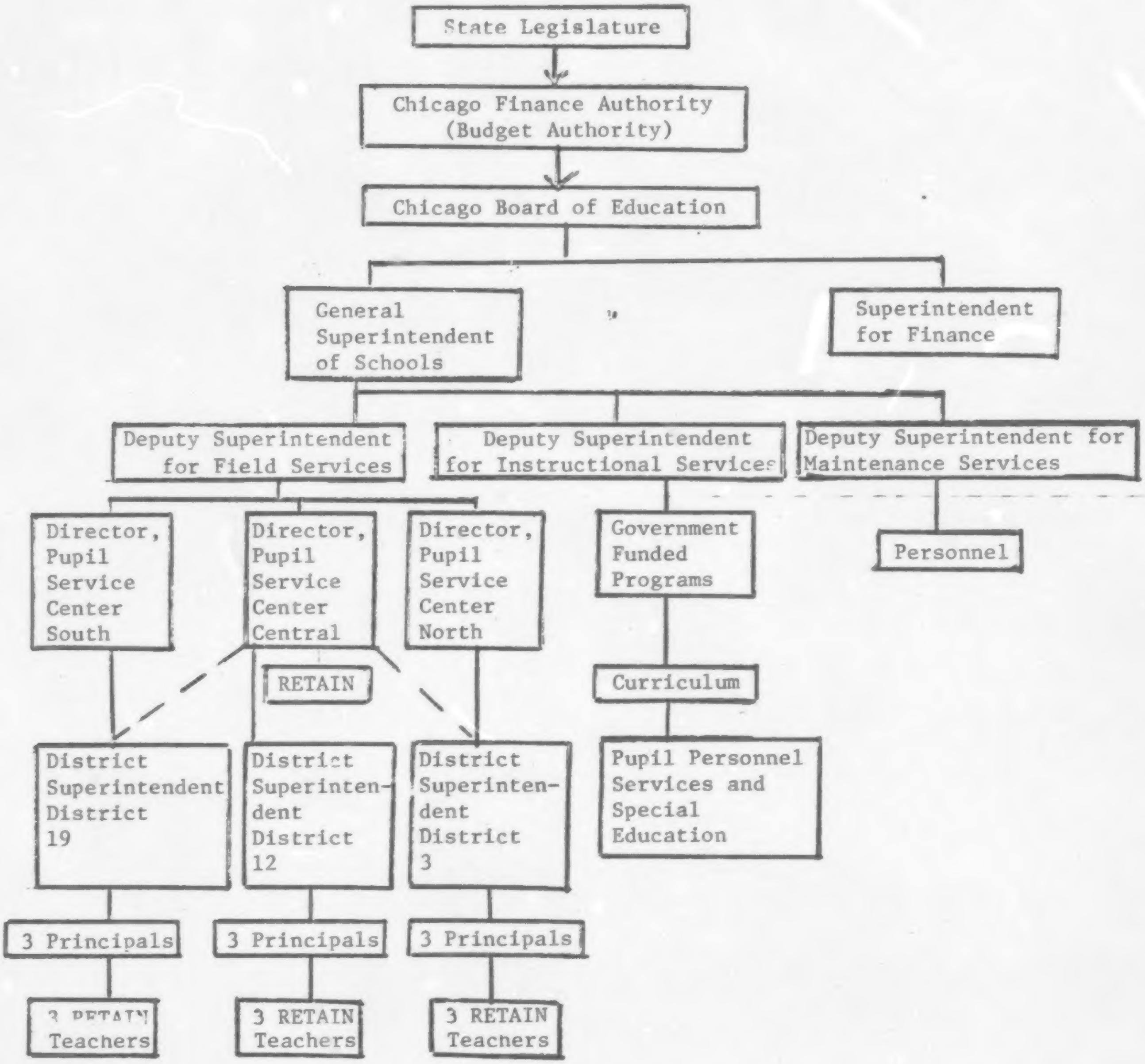

State Legislature
Chicago Finance Authority (Budget Authority)
Chicago Board of Education
General Superintendent of Schools
Superintendent for Finance
Deputy Superintendent for Field Services
Deputy Superintendent for Instructional Services
Deputy Superintendent for Maintenance Services
Director, Pupil Service Center South
Director, Pupil Service Center Central
Director, Pupil Service Center North
Government Funded Programs
Personnel
RETAIN
Curriculum
District Superintendent District 19
District Superintendent District 12
District Superintendent District 3
Pupil Personnel Services and Special Education
3 Principals
3 Principals
3 Principals
3 RETAIN Teachers
3 RETAIN Teachers
3 RETAIN Teachers

Table 1

Numbers of Treatment and Non-Equivalent Control Students, 1981-82 School Year, in Each Project School--Project RETAIN

	Treatment Status	
School	Treatment	Non-Equivalent Control
1240	15	18
1340	14	15
1430	18	25
2300	16	20
4440	15	16
5090	18	17
5750	18	20
5880	16	17
6180	15	15

Table 2

Average Proportion of Missing Pre-Treatment Data from 1980-81 School Records in Each Project School, 1981-82 School Year, Project RETAIN

	Treatment Status		
School	Treatment	Control	Overall
1240	.33	.14	.23
1340	.30	.33	.32
1430	.27	.72	.53
2300	.08	.02	.05
4440	.05	.20	.13
5090	.17	.26	.21
5750	.06	.12	.09
5880	.58	.51	.54
6180	.02	.05	.03
Project as a whole			.24

Table 3

Average Proportion of Missing Post-Treatment Data from School Records in Each Project School, 1981-82 School Year, Project RETAIN

	Treatment Status		
School	Treatment	Control	Overall
1240	.32	.67	.51
1340	.65	.63	.64
1430	.60	.82	.73
2300	.16	.22	.20
4440	.11	.36	.24
5090	.24	.10	.18
5750	.33	.39	.36
5880	.88	.88	.88
6180	.10	.19	.14
Project as a whole	--	--	.44

Table 4
Average Proportion of Missing Student Questionnaire Outcome Data for Each Project School, 1981-82 School Year, Project RETAIN

School	Treatment Status		Overall
	Treatment	Control	
1240	.63	.79	.72
1340	.93	1.00	.97
1430	.35	.77	.59
2300	.14	.24	.20
4440	.21	.48	.35
5090	.19	.16	.18
5750	.44	.38	.40
5880	.62	.46	.53
6180	.14	.36	.25
Project as a whole	--	--	.46

Table 5

Comparison of Background Characteristics of Project RETAIN Treatment and Control Students (Entire Sample) During 1981-82 School Year

	Group					
	Treatment			Non-equivalent Controls		
Variable	M	SD	N	M	SD	N
Sex (coded 1-2)	1.36	.48	107	1.37	.49	105
4th Quarter English Grade--1980-81	.58	.73	117	.59	.68	130
1980-81 ITBS Reading Score[a]	6.33	6.90	96	5.41	5.75	103
1980-81 ITBS Math Score[a]	6.46	6.56	95	5.36	6.68	102
Credits Earned Through June 1981[b]	3.68	3.27	28	2.54	2.82	48
Total Days Absent During 1980-81 School Year	21.83	18.20	101	23.85	22.97	110
Total Days Lost Due to Suspension: 1980-81	.18	.52	102	.27	.74	97
Age (from 1982 Student Survey)	13.44	1.66	95	13.14	1.70	86
Grade Level (from 1982 Student Survey)	1.78	1.45	95	1.54	1.33	83
Parental Education (from 1982 Student Survey)	2.08	1.20	72	2.16	1.15	58

[a] Variable is available only for students who were in elementary school during the 1980-81 school year.

[b] Variable is available only for students who were in high school during the 1980-81 school year.

Table 6

Background Differences
of Project RETAIN Treatment and Non-Equivalent Control Students
During 1981-82 School Year, by School

	Group						
	Treatment			Non-equivalent Controls			
Variable	M	SD	N	M	SD	N	Prob.
			School 1240				
Total Days Lost Due to Suspension: 1980-81	.25	.46	8	.93	1.07	14	.05
			School 1340				
Total Days Absent During 1980-81 School Year	39.15	19.18	12	55.04	20.64	13	.06
			School 1430				
1980-81 ITBS Math Score	12.08	13.23	7	.63	1.51	12	.06
Credits Earned Through June 1981	5.39	3.86	11	1.58	3.05	18	.01
			School 5090				
Age (from 1982 Student Survey)	13.31	1.14	16	12.33	1.84	15	.09
Grade Level (from 1982 Student Survey)	1.53	.64	15	.78	.80	14	.01
			School 5750				
Total Days Absent During 1980-81 School Year	16.28	18.73	16	6.42	10.62	18	.08
			School 5880				
Age (from 1982 Student Survey)	12.28	1.11	7	13.30	1.06	10	.08

Note. These comparisons suffer from problems of missing data.

Table 7

Comparison of 1981-82 School Year Outcome Variables from School Records for RETAIN and Control Students

	Group					
	Treatment			Non-equivalent Controls		
Outcome Variable	M	SD	N	M	SD	N
Ratio of Days Absent to Days Enrolled: 1981-82	.10	.14	101	.10	.13	80
Ratio of Days Excused Absence to Days Enrolled: 1981-82[a]	.03	.04	68	.03	.04	65
Ratio of Days Unexcused Absence to Days Enrolled: 1981-82	.03	.05	61	.02	.03	62
Ratio of Days Lost Due to Administrative Removal to Days Enrolled: 1981-82	.00	.01	78	.01	.02	73
Ratio of Times Suspended to Days Enrolled:1981-82	.00	.01	83	.00	.01	59
Average English Grade (1-4 scale): 1981-82[b]	.89	.66	95	.86	.69	84
Average Math Grade (1-4 scale): 1981-82[b]	.88	.67	87	.94	.60	77
Average Science Grade (1-4 scale): 1981-82[b]	.96	.70	64	.91	.60	64
Average Social Studies Grade (1-4 scale): 1981-82[b]	.93	.64	70	.89	.57	67
Dropout	.15**	.36	145	.35	.48	163

Note. The statistically significant outcome for dropout favoring the treatment group dissappears when appropriate statistical controls are applied.

[a] Variable is applicable only for project elementary schools.

[b] Average of the four quarterly grades in the particular course.

** $p<.01$

Table 8

Comparisons of 1981-82 School Year Outcome Variables from Student Survey for RETAIN Treatment and Control Students (Entire Sample)

	Group					
	Treatment			Non-equivalent Controls		
Variable	M	SD	N	M	SD	N
Parental Emphasis on Education	.53*	.31	87	.62	.26	78
Attachment to Parents	.54	.26	92	.58	.28	85
Negative Peer Influence	.31	.23	88	.31	.21	86
Attachment to School	.57	.27	87	.54	.30	81
Belief Scale Scored Positively	.57	.24	83	.55	.28	74
Interpersonal Competency	.74	.23	84	.77	.23	74
Positive Self-Concept	.66	.17	75	.65	.19	59
Self-Reported Delinquency Scale	.18	.23	81	.19	.25	70
Self-Reported Drug Use	.28	.36	83	.21	.33	72
Serious Delinquency	.13	.21	81	.15	.25	71
Punishment Index	.25	.29	86	.25	.25	77
Rewards Index	.28	.31	85	.27	.27	78
Victimization	.19	.25	86	.17	.21	78
School Effort	.49	.33	95	.47	.31	83
Practical Knowledge	1.46*	.35	83	1.33	.45	75
Internal-External Control	.55	.22	83	.53	.23	75
Alienation	.42	.26	81	.47	.22	75
Self-Reported Grades	1.91	1.08	93	1.93	1.04	84
Reading Ability, Self Rating	1.11	.90	89	1.14	.81	77
Days of School Cut in 4 Weeks Preceding Survey	.56	1.09	95	.38	.72	85
How Often Cut One or More Classes	.98	1.41	95	.74	1.23	86
Educational Expectation	2.89	1.85	95	2.93	1.90	85
Did You Work for Pay Last Week?	.65**	.48	95	.36	.48	86
Regular Part-Time or Full-Time Job?	.37	.58	95	.28	.57	86
Suspended from School During Term	.43	.50	86	.33	.47	78
School Nonattendance Index	.72	.84	94	.62	.77	85
Rebellious Autonomy	.68	.33	83	.63	.30	73
Involvement	.27	.21	87	.23	.20	81

Note. Two of the statistically significant differences in these raw comparisons (i.e. Parental Emphasis on Education, Practical Knowledge) are not significant when appropriate statistical controls are applied.

* $p<.05$

**$p<.01$

The Milwood Alternative Project: Second Interim Report

M. S. Cook

Abstract

The Milwood Alternative Project is one of several projects funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) as part its Program in Delinquency Prevention through Althernative Education. The Milwood Project operates in Milwood Junior High School in Kalamazoo, Michigan. Project components during 1981-82 included an in-school suspension room, a home-school liaison, an attendance clerk, a Skills Lab class for low-achieving students, a school-within-a-school for eighth grade students (the Milwood Alternative Program), a student council, a project advisory, and an intramural/activities program.

School climate comparisons with South Junior High School (the control junior high) indicate that between the 1981 and 1982 school years school climate improved slightly at Milwood, and declined substantially at South. Milwood is maintaining a positive school climate in the face of financial cutbacks in Kalamazoo programs. Basic skills scores improved significantly at Milwood, while remaining stable at South. We cannot conclusively attribute these positive effects to the Milwood Alternative Project.

Chronic non-attendance--skipping several consecutive days of school--is also down at Milwood as compared to South. The in-school suspension room reduced the number of exit suspensions, but does not appear to have affected the overall number of suspensions. We are unable as yet, to judge the effectiveness of the other project interventions. For 1982-83 an Intensive Study Program has replaced the Skills Lab, and a reading diagnosis and tutoring program has been added.

Major Program Changes in 1981-82

The Milwood Alternative Project continued implementing the major program interventions described in the first interim report (Carlton and Cook, 1982). Briefly, these interventions included (a) the Milwood Alternative Program, a school-within-a-school for sixty eighth grade students, (b) the Skills Lab, a basic skills class, (c) a student council, (d) a student project advisory--a student board with input into project activities, (e) a project advisory utilizing community members, (f) an attendance monitor and home-school liaison, and (g) an in-school suspension center. The only modification of note was in the teaching staff for the Skills Lab class. Because of teacher layoffs and teacher union issues related to seniority, the original teacher for the Skills Lab (around whom the class was designed), was replaced

---

This report covers roughly the period of September 1981 to June 1982.

first with substitute teachers, then with a school counselor appointed by central administration who had never taught in a classroom. Finally, in January the position was filled by a teacher selected by Milwood staff from a pool available for seniority-based layoff recall. This person did not have specific expertise in working with low-skills children, and was not involved in program or project planning.

Major Forcefield Changes in 1981-82

Four major forcefield changes occurred between the 80-81 and 81-82 school year: a change in the Milwood assistant principal; the commitment of the Milwood principal and new assistant principal to project success; the development of strong support for the project within the community; and budget cuts forcing teacher layoffs.

Partly due to project efforts, the 80-81 assistant principal, who was responsible for recommending the high number of out-of-school suspensions experienced at Milwood during the 80-81 school year, was replaced by an assistant principal who is more accepting of alternative forms of discipline (i.e., referral to in-house rather than exit suspension). Also, the building principal has become an advocate for the project, both within the school and in the community at large. Although not involved in the early stages of project development, Milwood's principal has become actively involved in project activities, and now serves as an enthusiastic project spokesperson before parent groups, central administration staff, and the media.

Community support for the project increased sharply during the 81-82 year. For example, The Citizens' Coalition on Discipline (a task force set up to evaluate the Kalamazoo Public Schools' discipline policies) has praised the Milwood project's in-school disciplinary policies, and recommended that the policy be implemented system-wide. Favorable reviews of the project appeared in the local newspaper, on the T.V. news, and representives of the project were invited to discuss their work on a local television talk show. The Milwood project has also received favorable press through a UPI news release.

A negative force acting on the project was the financial situation of the state of Michigan and the city of Kalamazoo. Although the recession has not had as much of an impact on Kalamazoo as on the rest of the state, budget cuts did result in widespread teacher reductions from 1981 to 1982. Besides generally reducing personnel and resources from the school (probably negatively affecting school climate) the cuts had a particularly negative effect on the project's Skills Lab class.

The teacher who had been instrumental in designing the class, and who was to teach it was bumped down to the elementary school level due to her lack of seniority. The position was covered by several different teachers throughout the year, and was never filled by a person experienced or trained in teaching a basic skills class.

In short, some major forcefield changes impinging upon the project were positive: Extensive support for the project has developed in the school itself, in the school system, and in the community. One forcefield change was negative: teacher layoffs based on seniority rather than training or ability.

Evaluation Results

School Climate

Because the Milwood Alternative Education Project is primarily targeted at school-wide climate change, school level comparisons are of major interest.

Milwood and South in 1980-81. The 1980-81 school year was predominantly a planning year for the Milwood Alternative Project (see the first interim report). Most project components were not implemented until the 1982 year. Thus, the 1981 questionnaire results may be construed as pre-treatment data. The findings in Table 1 support the claims of project staff that Milwood suffered from a poorer school climate than South at the initiation of project activities. There were six significant differences on the 1981 student psycho-social scales. Milwood students, as compared to South students, had lower self-esteem and higher rebellious autonomy. Milwood students were also suspended more often, attended school less, and reported more delinquency and drug use.

It should be noted that Milwood had a lower percentage of minority students than did South in 1981 (31% vs 45%, p = .005), and that race was correlated with several of the questionnaire scales. Those that were significant at the .01 level or better may be found in Table 2. Being white is associated with greater belief in the rules, but less practical knowledge, and less involvement in conventional activities. Minorities are suspended more often, receive lower grades, and their parents have completed fewer years of education. Whites report more drug usage.

In order to control the effects of the differential racial composition of the two schools, an analysis of covariance was performed. Because parental educational level also tended to differ between Milwood and South (see Table 1) parental education was also introduced as a covariate. Table 3 presents the comparisons that were significant after controlling for race and parental education.

Striking differences remain between the two schools after correcting for the two demographic variables, race and parental education. The adjusted means show that Milwood students, as compared to South students, reported higher rebellious autonomy in 1981. More importantly, perhaps, Milwood students were suspended much more often than South students, reported more delinquency and drug use, and skipped school more often.

The foregoing analyses indicate that the climate at Milwood was less favorable than that at South at the close of the 1981 school year. Milwood students were misbehaving more, getting into more trouble at school, and cutting school more often. The question becomes what happened as the project began implementation in earnest?

Milwood and South in 1981-82. Table 4 documents the results from analyses of variance carried out on the 1981-82 SAES questionnaire scales. Major differences can be noted between these results, and those found in Table 1. Table 4 indicates that by the end of 1982 Milwood students, as compared to South students, reported greater attachment to school, found school less punishing, were less alienated, and were victimized less. On the other hand, Milwood students said they were now less involved in school activities than South students, and said that they were poorer readers. Milwood students also reported greater practical knowledge. As contrasted with 1981, there were no differences on the SAES questionnaire drug use, attendance, or suspension measures, and the trend was for Milwood students to report less delinquency overall, and less serious delinquency. Student characteristic measures show that Milwood students rated themselves as having less reading ability than students from South.

An analysis of covariance controlling for race and sex produced essentially the same analyses, and will not be reported here.

These results indicate that the climate at Milwood had improved relative to South between the spring of 1981 and the spring of 1982. Not only did Milwood students like school more than the South students, and report themselves to be less alienated, but they no longer differed from the South students in their self-reported attendance or drug use. Importantly, in 1982, Milwood students reported themselves to have been victimized less than South students and scored lower on a measure of alienation. There are also trends toward Milwood students reporting less delinquency overall and less serious delinquency.

But the positive changes at Milwood do not tell all of the story. Student involvement at Milwood remains low (as compared to South), and in 1982, large differences in self-reported reading ability exist, which appear to be the result of the joint effects of improvement at South, and a slide in self-reported reading ability at Milwood (see Table 1). The 1982 difference in reported reading ability should be interpreted cautiously since analysis of the Metropolitan Achievement Test of basic skills (MAT) indicates that Milwood students were indeed poorer readers than South students in 1981, but this was not the case in 1982 (see details, below).

The finding of less involvement on the part of Milwood students implies that the project has been unsuccessful to date in significantly increasing Milwood students' involvement in school extra-curricular activities. Both project staff and the school administration attribute great importance to extra-curricular activities in the promotion of school attachment, thus the finding of low involvement in extra-curricular activities is an important outcome for further program development efforts. Likewise, project staff theorize that basic skills proficiency is important for life success (and reducing the risk of delinquency), so the decrease in reported reading ability scores found at Milwood may also suggest programmatic change.

Climate over time. The next set of analyses was conducted to examine changes in the SAES scores from 1981 to 1982. The first set of analyses determined that in 1981, Milwood had a less favorable school climate than South. This set of analyses are an attempt to ascertain whether the generally more favorable climate at Milwood in 1982 as compared to South was due to Milwood developing a more positive school climate, South a more negative, or some combination of the two.

In the first attempt to investigate changes in school climate from the 1980-81 to the 1981-82 school year, change scores were calculated for those students for whom there were completed questionnaires for both years. These, of course, would be for the most part students that were seventh graders in 1980-81 and eighth graders in 1981-82.

Table 5 gives the results for this series of analyses of variance on the available SAES scales (Internal Control was not scored for 1980-81). The only change score that differed significantly for Milwood and South was in self-reported reading ability: Milwood showed a decrease of .13 in self-reported reading ability, while South showed an increase of .34, i.e., South students reported themselves to be somewhat better readers, while Milwood students reported themselves to be slightly poorer readers. This result is consistent with earlier analyses.

There is also a trend toward Milwood students becoming more alienated over the 1981-82 year (p=.07). No other comparisons approached significance.

This analysis is difficult to interpret due to the relatively small numbers of individuals on which we have data for both years; N's range from 52-84 for the change scores as compared to 191-676 for the simple between-groups, 1982 comparisons. The change scores do not include any student who had spent only one year at either school, and largely exclude seventh graders (and therefore the samples differ in age also).

The effect of the more select (and older) sample size can be seen in the alienation measure. While the change scores indicate a big jump at Milwood and a very small decrease at South, means for the entire yearly sample at each school (Tables 1 and 4) show that, overall, alienation was up somewhat at both schools.

A further consideration is that the Milwood students included in the change score sample had only experienced one year in which project interventions were fully operational. Project staff hypothesized that the eighth grade class of 1981-82 was particularly resistant to influence, largely because of their early (seventh grade) negative experiences in the school environment; as a school Milwood was less harmonious in 1980-81 than in 1981-82. Students exposed to project activities in 1981-82 may have already "opted out" of school.

Summary of school climate results. The pattern of results from the two sets of data--the between school analyses, and the changes from 1981 to 1982--suggest three conclusions concerning school climate at Milwood and South:

1. Milwood exhibited a slight improvement in school climate from 1981 to 1982. The school climate at South showed negative changes during this same period.

Comparing Tables 1 and 4 it is apparent that from 1981 to 1982 Milwood and South reversed their overall standing on school climate. Whereas South had a better school climate in 1981 than Milwood, the reverse is true in 1982. The measures of attachment to school, alienation, rebellious autonomy, practical knowledge, self-reported school non-attendance, suspension, delinquency, drug use, and victimization all support this interpretation.

2. Measures of Involvement in conventional activities and self-reported reading ability favor South over Milwood. These results are puzzling. Involvement in school-related activities was a major Milwood project focus in 1982. Students at Milwood apparently did not feel its

impact, or not enough students were involved in project activities late in the school year (at the time of the SAES questionnaire administration) to differentially affect the Involvement measure. The self-reported reading ability measure is highly suspect in these data because, although Milwood's self-reported reading scores declined between 1981 and 1982, and South's improved, test scores show precisely the opposite pattern.

3. It is impossible to unequivocally attribute the pattern of school climate results (relative improvement at Milwood, and decline at South) to Milwood project activities.

It is reasonable to argue that the less favorable climate at South in 1982 as compared to 1981 is a result of restricted resources and cuts in programs resulting from the recession. These cuts translated mainly into staffing cuts, and cuts in extracurricular programs. The slight positive climate changes witnessed at Milwood in the past year are impressive because they have come during a time of generally declining resources for education in the area. In other words, this argument assumes that without the alternative project efforts, the climate at Milwood would have deteriorated as it did at South.

An alternative explanation was offered for the decline in school climate at South by its principal. She feels that the negative climate effects in 1982 were due to a particularly "bad" eighth grade class; that particular cohort at South caused the problems. This would not explain why the effects did not show up until these students' eighth grade year, since they had been at South during the previous school year.

A third explanation for the effects might lie in regression artifacts. Milwood was chosen for project activities because it was judged to have the poorest school climate of the three junior high schools in Kalamazoo. If Milwood was below the mean in school climate at the start of the project it would tend to move toward the average climate of the area schools, and the results over time would be expected to look much as they do. At this juncture, we can only say that Milwood is showing promising improvements in school climate, but we must wait for the third year results for a more definitive assessment of overall school climate change.

Metropolitan Achievement Test Scores

A further way of examining organizational changes is by analyzing the performance of the students of the two schools on the Metropolitan Achievement Test (MAT), a standardized basic skills test. The MAT provides scores on reading, use of language, basic mathematics, and an overall composite (total) score.

Table 6 presents the spring 1981 raw and percentile scores for the three subtests and the composite score for Milwood and South. The mean scores presented are adjusted for grade, sex, race, and age. On all three subtests and the composite scores, the South students performed significantly better than the Milwood students. The differences are not only statistically significant, but are of a fairly substantial substantive size also. The composite percentiles indicate that Milwood students (after controlling for background differences) scored at a level that was eight percentile points below that of South students.

The following table, Table 7, gives the results for the analyses of the spring, 1982 MAT scores.

These results are dramatically different from those of Table 6. Milwood students no longer differed from South students in Reading, Language, or on the overall composite score, and actually showed significantly better performance on the mathematics test. Tables 6 and 7 indicate that the 1982 effects are the result of virtually no change in performance at South between 1981 and 1982, but of large increases at Milwood--eleven percentile points on the composite score.

In order to examine the hypothesis that changes between the years are due to cohort differences, an analysis of variance was conducted on both the 1981 and 1982 MAT scores that included school, grade, sex, and race as factors, and controlled for the age of the student. This analysis indicated that, in general, whites perform better than blacks and other minorities, and girls perform slightly better than boys. These effects were similar for both schools, and for both years. Table 8 gives the adjusted means for the race and sex main effects for the overall composite score. The difference between the overall grade levels within a school are largely uninterpretable because both the seventh and eighth graders take the seventh grade version of the MATs, and the eighth graders would be expected to score more highly on the tests.

More importantly, the only consistent interaction effect was between school and grade in 1981. A significant interaction effect indicates that the results for one variable (in this case, the student's grade in school) depend upon another variable (here, the school in which the student was enrolled). Table 9 shows the means for this interaction. These means, adjusted for sex, race, and age, show that the poorer performance of Milwood versus South in 1981 was entirely due to differences in performance of students in the two seventh grades. The two groups of 1981 eighth graders scored very similarly on the tests.

Table 10 gives the same results for the 1982 scores, and Table 11 lists the average percentile change from 1981 to 1982 for the school by grade groups. As Table 11 documents, both the 1982 Milwood seventh and eighth grade cohorts scored higher than their 1981 counterparts, with the seventh grade cohort showing the biggest increase (and accounting for the disappearance of the interaction effect found in the 1981 data). The 1982 eighth grade students (who are essentially the same students as the 1981 seventh graders, and who do not constitute a different cohort) gain eight percentile points on the composite score. The overall change from 1981 to 1982 on the composite index was +12 percentile points for Milwood students, and +1 point for South students. As seen in Table 11, the interaction of school by year (controlling for sex, race, and age) on the composite percentile score is significant ($p<.001$).

To summarize the MAT data, Milwood students (particularly seventh graders) performed much better on the 1982 than the 1981 MATs. South students showed little change between the two years. As was the case with the school climate findings derived from the SAES questionnaire, we cannot unambiguously attribute the positive gains at Milwood to project efforts. This is especially true given that there was not a great deal of attention given to basic skills education by the project during the 1981-82 year (see the analysis of the Skills Lab, below). Changes in administration (or other, unknown changes) may account for Milwood's improvement in test scores. The third year results will be more definitive, but, at this point, the basic skills test outcomes are promising.

Specific Project Components

The next section of the report will discuss data pertinent to an evaluation of the individual treatment components of the Milwood Alternative Education Project.

The Milwood Alternative Program. No a priori control group was defined for the MAP. Because of this the rest of the eighth grade class was used as the nonequivalent control group for the MAP. This is a conservative comparison. The MAP participants were invited to participate largely on the basis of having exhibited behavioral and academic problems, so one would expect them to have poorer outcomes.

The results for comparisons between Milwood Alternative Program (MAP) students and the rest of the Milwood eighth grade (all MAP participants are eighth graders) are shown in Table 12. Table 12 gives the results for analysis of variance comparisons between MAP participants and the rest of the eighth grade on the 1982 questionnaire scales. The results are mixed. Three variables central to the efforts of the MAP intervention, School Rewards, Internal Control, and Interpersonal Competency show significant differences that favor the MAP students. The Involvement in Conventional Activities scale also shows positive effects for the MAP. On the other hand, MAP students report lower self-esteem and attachment to parents than the rest of the eighth grade, and they report less parental emphasis on education and greater negative peer influence. The MAP students also admit to more drug use, and to more serious delinquency, and they are suspended more. There is also a tendency for them to report greater overall delinquency, and to have lower grades. Finally, the MAP students, as compared to the eighth grade at large, have much lower educational expectations.

The difficulty with this analysis is, of course, the probable gross pretreatment differences between the MAP students and the "control" group: the rest of the Milwood eighth grade class.

Table 12 suggests that pretreatment differences did exist: The MAP students are significantly older than the rest of the eighth grade (probably due to being held back in school), and they indicate that their parents have much less formal education than the parents of the typical Milwood eighth grader. The MAP students are also somewhat more likely to be minority students than are the rest of the eighth grade.

A second analysis was undertaken to attempt to control for those pretreatment differences identified above: age, parental education, and minority status. Table 13 shows the only significant differences that remain after controlling for the backgroud variables. MAP students report receiving more rewards at school than Milwood eighth graders, but they are suspended more often. Thus, most of the differences that appeared in Table 12 can be attributed to the pre-existing differences in the groups.

In a sense, the lack of differences between MAP students and eighth graders can be construed as a project success. The MAP students were selected for the program on the basis of having behavioral and academic problems. We would expect them to differ negatively from the general school population on the SAES measures and scales. That they differ very little in May of 1982 suggests that the program may be successfully changing the MAP students, both attitudinally and behaviorally, to be more like their classmates.

It is unfortunate that we do not at this time have better pretreatment data on the 1982 MAP students. Such information will be availble for the 1983 evaluation, since previous grades, discipline, attendance, and 1982 SAES results will be on hand for most of the 1983 MAP participants. In the meantime, the 1982 score on the various SAES measures was subtracted from the 1981 score for those MAP students and Milwood eighth graders for whom we had data from both years. This analysis decreases the n´s significantly: n´s for the MAP group range from 9 to 15, and n´s for the eighth grade group range from 45 to 68. It will therefore be difficult to detect differences (this will not be a sensitive analysis). Nevertheless, Table 14 gives those change scores that differ for the MAP and eighth grade students.

Table 14 shows that for those students for whom we have both 1981 and 1982 data, the educational expections of the MAP students decreased, while those of the eighth graders increased slightly. In other words, over the time that they were in the MAP, the MAP students lowered their expectations that they would persist in their formal schooling. It is difficult to say whether this is a good or bad program outcome. On the one hand, it could be argued that the program is making the students more realistically look at their lives; on the other hand, educational expectation is usually a predictor of delinquency: The lower the educational expectation, the higher the delinquency.

The second significant result of the change score analysis is that the MAP students showed a greater increase in Negative Peer Influence than did the Milwood eighth grade class in general. If this is a program effect, it is a negative effect.

The three sets of data reported in Tables 12, 13, and 14 converge toward the following conclusion: We do not currently have a design adequate to conclusively evaluate the effectiveness of the MAP in meeting its goals. Whatever its effects, either positive or negative, they are not dramatic enough to be picked up consistently across various types of analyses. The "global" impression one gets is that the program may be successfully creating a school environment in which students that were having difficulty in school report receiving more rewards in school. At the same time, these students still get in trouble more often than the "average" child, and they may suffer some negative effects of developing a network of friendships with other behavior or academic problem students (as measured by the Negative Peer Influence scale).

The Skills Lab. The next program component to be examined is the Skills Lab, a basic skills classroom. As in the evaluation of the MAP classes, there is no equivalent control group to serve as a basis of comparison. The Skills Lab (SL) students were students selected because they had relatively severe difficulties in reading and math, (they had either failed two or more classes the previous year, or were failing during the current year), or had shown attendance or behavior problems. Those students who were eighth graders had academic skills that were considered to be at too low a level for them to adequately function in the MAP program--where the instruction parallels that of the regular school curriculum--or were thought to be so disruptive that they would be a negative influence on the other MAP students. Seventh graders in the program had academic problems or disciplinary difficulties, and did not qualify for special education or Title I programming. Thus, the Skills Lab students were a select group: they had weak academic skills, and were usually presenting disciplinary problems.

Table 15 presents the results of ANOVAs comparing the Skills Lab students first to the rest of the Milwood population (Skills Lab students could be in either the seventh or eighth grade), and second, to the MAP students.

Looking at the differences between the SL students and the general Milwood student population, as one might expect given that the Skills Lab students are selected because of having very poor basic skills, they differ from the other Milwood students on a host of measures. The Skills Lab students are less attached to school, find school more punishing, expend less effort in school, and report greater negative peer influence. They are also less attached to their parents and have lower self-esteem. Behaviorally, the Skills Lab students say that they are suspended more often, are more delinquent, use drugs more often, and receive lower grades. They are also older, expect to go less far in school, and (not surprisingly), report being poorer readers. Finally, the Skills Lab students report that their parents are less educated than the typical Milwood parent.

This analysis simply verifies what one would expect about a group of students that were selected for having large deficits in basic skills, and says little about the success of the intervention in meeting the needs of those students. The differences between this group and the Milwood population as a whole were considered too gross to conduct an analysis controlling for background variables.

Table 15 also gives the results for signficance tests for differences between the SL and the MAP students. Again, the differences between the groups are extreme, and mirror the results from the comparisons between the SL and the Milwood students. (See Table 12 to compare MAP means with SL means.) Although the outcome differences were again large (and presumably, pretreatment differences were large as well), a series of analyses of covariance were conducted on the scores of the SL and MAP students, controlling for parental education, reading ability, and age. Table 16 gives adjusted means and probability levels for those measures that remained significant.

The psychosocial scales show that at the end of the 1982 school year, the SL students were less attached to school, expended less effort at school, and were less involved in school activities than were the MAP students (even while controlling for the background variables). They also found school more punishing. Not surprisingly then, they expected to go less far in school. The SL participants also reported more negative peer influence.

The behavioral self-report measures indicate that the SL students engaged in more delinquency, drug use, and serious delinquency, and were suspended more in school. They reported receiving lower grades than did the MAP students.

Skills Lab students finished the 1982 school year with much less favorable outcomes than the Milwood Alternative Program students. Because we do not have the data to control adequately for pretreatment differences, the outcome differences between the SL and MAP students are not very informative concerning the Skills Lab's success. There are large outcome differences, but there were probably large input differences between the two groups of students.

It is apparent though, that the Skills Lab did not have large positive effects on its students; the SL participants finished the year too poorly. In addition, project staff were disappointed in the program. Partly in response to the required OJJDP budget cuts, project staff decided to discontinue the intervention for the 1982-83 year.

To what do we attribute the undistinguished performance of the Skills Lab? Interviews with project staff indicate one fundamental problem: the teacher around whom the intervention was designed, and who contributed much toward the program in its planning stages in 1981, did not ultimately teach in the lab. School system budget cuts resulted in teacher layoffs and caused the original teacher to be transferred to the elementary level. Initially, her position was covered by substitute teachers, and later by a teacher selected by central administration, without consultation with the project. This person was a counselor and had never taught in the classroom, much less taught basic skills to academically handicapped students. After project staff complained about the appointment, and refused to pay the instructor's salary out of project funds, a search for a new teacher was undertaken. The choices offered to the project were still limited to those available for recall based on seniority requirements. It was not until January that project staff identified a teacher that they hoped would be suitable. The final teacher was a former assistant high school football coach, who had been bumped "down" to the middle school level. He had no experience in teaching low-skills students, and was not trained in special education (the teacher around whom the program had originally been designed held a masters degree in special education). Project staff understood, though, that he could be a patient teacher. Staff subsequently found that he was unexcited about teaching the basic skills class. He has since returned to football. In short, the Skills Lab had multiple teachers throughout the year, and never at any time, had a teacher experienced in or enthusiastic about teaching low-skills children.

Home-school liaison. The home-school liaison along with the attendance monitor (a secretarial-type position) are responsible for closely monitoring daily attendance, and intervening by letter, phone, and home visits--in a structured, sequential process--to insure that students are present at school. The attendance monitor collects daily absence reports, and prepares a daily list of students absent, which includes the number of consecutive days that the student has been absent. The home-school liaison then uses that information in making home contacts. (The home-school liaison is also responsible for escorting students home that are given exit suspensions and whose parents cannot pick them up.)

The SAES self-reported attendance data shows no change from 1981 to 1982 for either Milwood or South (see Tables 1 and 4). Individual level attendance data are not yet available at the writing of this report, but the aggregated school attendance data (as reported by the schools to the school district) can be examined. From 1981 to 1982 the average daily absence rate nearly doubled at South from 11% to 21%. During this same period, the absence rate decreased at Milwood from 13% to 11%. This pattern of effects resembles that found for the SAES school climate measures: little (though positive) change at Milwood accompanying a a large negative change at South.

The home-school liaison spends a great deal of his time working with chronic non-attenders, students that are very often absent from school, usually for several consecutive days at a time. The records of Milwood and South were searched to identify students who missed 30% or more of the days for which they were enrolled to see if there was a change in the number of such students. At South during 1981 74 children (11% of the average attendance period enrollment) fell in the non-attender category. In 1982 there were 73 (11% of the average attendance period enrollment) chronic non-attenders. In short, there was no change in the number of truant students at South. At Milwood there was a drop in the number of chronic non-attenders from 83 (12% of the average enrollment) to 57 (9% of the enrollment). This 25% drop in the proportion of truants at Milwood is statistically significant ($z = 2.14$, $p < .05$).

These results suggest that the home-school liaison is successfully increasing attendance at school, particularly by increasing the attendance of students who would have been absent for several consecutive days.

The In-school Suspension Center. As is the case with attendance, besides the SAES questionnaire measures, only aggregate counts of suspension are currently available. The questionnaire data indicated little change in suspensions at Milwood, and an increase at South (see Tables 1 and 4). The aggregated exit suspension information shows that as one would expect with the installation of an in-school suspension center, the number of exit (out-of-school) suspensions declined dramatically at Milwood from 1981 to 1982. In 1981 there were 510 exit suspensions levied, while in 1982, there were only 105. This represents an 80% decrease in exit suspensions. At South, exit suspensions showed a moderate decrease from 195 to 170.

It is impossible at this time to determine how much of the dramatic decline in the exit suspension rate at Milwood is due to a change in assistant principals or due to the development of the in-house suspension room. Milwood's previous assistant principal handed out many more exit suspensions than the average Kalamazoo disciplinarian; Milwood's exit suspension rate for the 1980-81 year was over twice the average rate of the other two Kalamazoo junior high schools. The Milwood project helped lobby for a new assistant principal, and the new person does not resort as quickly to out-of-school suspension.

At the same time, the 105 exit suspensions at Milwood in 1982 were considerably less than the 170 at both South and Hillside junior high schools. Consequently, the availability of the in-school suspension room appears to supress the number of out-of-school suspensions.

The Student Council. Student Council representatives for each homeroom class were chosen by a lottery from the students in that homeroom who nominated themselves for student council membership. This procedure produced a natural quasi-experiment. Table 17 gives the results for the ANOVAs comparing the student council members to the random controls (those students not selected in the lottery). Perhaps the three most relevant SAES measures in terms of the goals of the program are attachment to school, school rewards, and involvement in school activities. Of these, attachment to school shows no effect of the program, but both school rewards and involvement in school activities show significant positive effects for the student council intervention.

The picture is clouded when one examines the rest of the results of analysis; several negative outcomes are apparent. The student council students report more negative peer influence than the random controls. They also have lower self-esteem, and are less attached to their parents. They say that their parents put less emphasis on their education than the control students. Finally, the student council students have lower educational expectations than do the controls.

These results are puzzling, especially those concerned with parental variables. There does not appear to be any theoretical reason why student council membership would affect these variables one way or another, much less negatively. Conceivably, since the student council ran some activities involving parents, the students "learned" that their parents did not care about their education, and therefore became less attached to their parents. This explanation seems a little far-fetched, and grants astonishing power to a rather weak intervention. Likewise, it is hard to see why student council membership would adversely affect one's educational aspirations.

This pattern of puzzling results tends to support the hypothesis that, despite an apparent randomization process, the student council students were a somewhat different population than the random controls. Although none of the following differences are statistically significant, they consistently favor the control group over the student council members. The student council members are more likely to be male than the controls (55% vs. 45%), i.e., girls were more likely to volunteer for the student council, but boys were more likely to be selected for it. The student council members' parents tend to have had less education (p = .20) than the parents of the control students, and the student council students also report themselves to be slightly poorer readers. In addition, there is also a weak trend (p=.13) for the student council members to be suspended more often than the controls. Again, it is difficult to imagine why being in the student council would cause one to get suspended.

One possible explanation for the results is that student council members were chosen in a random lottery by homeroom, i.e., from each pool of self-nominees from each home room class, a representative and an alternate were drawn. Because the MAP and Skills Lab classes constituted homerooms, students with their qualities may have been overrepresented on the student council. An analysis of variance was carried out which excluded those student council members and controls who were enrolled in either the MAP or Skills

Lab programs. Significant results from this analysis may be found in Table 18.

As can be seen, these results are very similar to those reported in Table 17. The non-MAP and non-Skills Lab student council members report lower parental emphasis on education, and less attachment to their parents. These student council members have lower self-esteem, and suffer from greater negative peer influence. They also work less hard in school. The student council members still report more school rewards (the effect is less significant because of the decrease in n, but the absolute size of the difference is the same). Oddly, the student council members that were not in the MAP and Skills Lab did not feel more involved in school activities. To summarize this analysis, even removing the effects of a possible overselection of students with behavior and academic problems, the student council apparently had negative effects on the attitudes of the students that served on it.

There are three possibilities to explain these anomalous results: (a) the randominzation process was not truly random, and some unidentified selection bias was introduced (this possibility exists because each homeroom teacher did his or her own random selection from that room's pool of nominees, and we do not know if this procedure was carried out properly); (b) the lottery was random, and by chance, the groups were not equivalent; and (c) the lottery was random, the groups were initially equivalent, and the student council experience produced some negative attitudinal effects in the children.

The Student Project Advisory. At the writing of this report, no information was available concerning the unique contributions or effects of the student project advisory.

Summary of Second Year Evaluation Results

1. Milwood has shown some slight increase in the quality of its school climate, while the climate at South (the control school) has declined.

2. We cannot as yet conclusively attribute the differences in the school climate changes in the two schools to the Milwood Alternative Education Project, but it appears probable that the project is favorably affecting the climate of Milwood Junior High School under conditions of declining resources available for Kalamazoo schools.

3. Milwood demonstrated significant and substantial improvement in MAT performance between 1981 and 1982, as compared to South where performance remained the same across the two years. Both the seventh and eighth grades showed improvement at Milwood, with the seventh grade making somewhat stronger gains in scores. We cannot judge the impact of the Milwood Alternative Education Project on these basic skills gains.

4. The MAP program is probably successful in creating a school environment that is more rewarding for academically marginal students. It is possible that the grouping of such children together may lead to some negative peer influence.

5. There is no evidence that the Skills Lab was successful in increasing the positive school experiences of its students. Whether this was due to a lack in continuity and expertise in the teaching staff for the intervention, due to some problem inherent to the class, or due to pre-existing char-

acteristics of the students, we do not know.

6. The home-school liaison is probably successfully improving attendance at Milwood, particularly for students that are chronically absent. This intervention has been viewed so favorably by the school system that home-school liaisons have been installed (at school system expense) in all Kalamazoo junior high schools.

7. Most of the large decrease in exit suspensions at Milwood can be attributed to the change in assistant principals, but comparison with the other Kalamazoo junior high schools suggests that the availability of the in-school suspension room has also decreased the number of exit suspensions.

8. The student council increased school rewards for its members, but did not help them feel any more involved in school. There is evidence that the student council may have had negative effects on the children's attitudes, perhaps through a negative peer influence mechanism. This possibility seems unlikely, so we await replication of these effects in the coming year's data.

Changes Planned for 1982-83

Changes in the Milwood Alternative Education Project that are planned for 1982-83 fall into six general categories: (a) changes in the student composition, use of instructor time in the Milwood Alternative Program and time spent doing academic work; (b) elimination of the Skills Lab class and substitution of an individualized reading assessment and tutoring program; (c) addition of an intensive study program for selected failing students; (d) greater and more systematic use of college student and adult volunteers; (e) elimination of the attendance clerk and counselor's secretary positions; and (f) increased emphasis on student involvement in school activities.

Changes in the Milwood Alternative Program

The MAP was originally designed to include some "positive" influence students: students who were having some difficulty in their academic work, but who were not considered to be behavior problems. It was hoped that these students would serve to set a positive example for the less well-behaved students. In planning for the 1982-83 year, project staff decided that there had been too few of the positive influence students (only one or two in a class of twenty), and that they had not been "strong" leaders in the class. Therefore, their positive modeling was felt to have been ineffective. For the coming year, a larger number of positive influence students have been included in each class, (although the numbers of positive students are still small) and students have been selected who are believed to be stronger peer leaders. It is hoped that the the greater number and influence of the positive students in the class will decrease some negative peer influence effects that project staff felt took place during the 1982-83 year.

In addition to the inclusion of a greater number of positive influence students a different selection criterion was used for the majority of the MAP students. Students were selected who were judged to been attending school enough to be able to benefit from the treatment. In 1981-82, several students withdrew or were dropped from the program that never attended school regularly from the beginning of the year; they never received the treatment. Chronic non-attenders were not selected for 1983. Also, it is the impression of project staff that they did not select students that had as severe discipline or academic problems as some of the students included last year. In short, the selection criterion were moved "up." This selection change was made because project staff felt that many of the students included in the program in its initial year were not responsive to treatment because they had, in effect, already dropped out of school, or were exhibiting disciplinary problems too severe to be dealt with in a school-within-a-school. Staff believe that these "worst" students were adversely affecting the rest of the students in the class. Such students were not invited to participate this year.

Two changes have been made in the MAP instructors' and counselors' time. Formerly during the first period of each day (the "group time"), one of the three school counselors assisted each of the three MAP homeroom instructors in carrying out the group activities. Building staff felt that this was an inefficient use of counselor time, and it did not provide any counselor "cover" for the rest of the Milwood population for that first period each day. Consequently, counselors rotate duties during the first group time period, with one of the counselors always remaining in the counseling department office. One of the MAP classes does not have a counselor, then, during group time, but the MAP staff feels that the instructors can carry out the activities themselves since they now have a year of experience in facilitating the group time.

A more fundamental program change of the instructors' time involves some extension of the MAP intervention into the afternoon, when the students attend regular classes. In 1982, the MAP teachers taught regular classes in the afternoon, when the MAP students were taking class with the rest of the Milwood students. For the upcoming year, one MAP instructor's job has been restructured so that he is available in the afternoons to help MAP students and their teachers in their mainstream classes. This "support" for MAP students in the afternoon, when they are not in the alternative environment, was deemed necessary for two reasons. First, the MAP students still had difficulty in some of their non-program classes, and it was felt that they and their teachers could benefit from some aid from a program teacher. Second, because the MAP students take all of their morning classes together, there is a tendency for them to end up in the same classes in the afternoon due to a limited number of electives. In effect, some of the afternoon class teachers end up with a "MAP" class when they do not have the training or desire to work with this group of students. It was thought desirable to have a MAP instructor available to help teachers cope with this overabundance of "problem" students.

Another important programmatic change involves the addition of an after school study hall for MAP students. At weekly intervals, the students' progress on their written assignments is reviewed, and students who are performing poorly or have assignments outstanding are required to participate in an after school supervised study hall. Students and their parents are informed of tardy work on Friday, and if it is not completed, they are required to attend the study period on the following Tuesday, Wednesday, or

Thursday. The MAP teachers rotate in supervising this special study hall.

The last important change in the MAP program involves the stucturing of the "group time." Group counseling type activities are now held only three days a week instead of five. The other two days are devoted to supervised study halls. Students work on their assignments or study for exams while receiving individual attention from their MAP instructor.

To summarize the major changes in the MAP for the 1983 school year, they are of three kinds: (a) the program participants are expected to be better behaved, and to have better academic skills; (b) program support will be provided to the students outside of the regular morning program, and (c) more time is being spent on academic pursuits, and less on group counseling.

Changes in Basic Skills Instruction

The Skills Lab class has been discontinued. It was not viewed by project and building staff as having been successful, and it was eliminated in reponse to the required 30% third year funding budget cut.

Because the upgrading of basic skills is theoretically important to project staff, an alternative--less expensive--attempt to address the problem has been designed. A reading specialist has been hired who will be responsible for testing children identified by teachers and project staff as having reading problems. Academic success and MAT scores are the primary referral sources. The specialist is a graduate student at Western Michigan University who holds a Masters degree in reading education. She will work at the school 2-3 days per week. Students will be tested to insure that they do have a reading problem and to diagnose the nature of the reading difficulty. An individualized plan based on intensive tutoring will be drawn up for each child. It will be the reading specialist's job to insure that the child is receiving the reading training judged to be appropriate.

Importantly, the reading tutoring will focus on the skills and academic areas that the child is experiencing most trouble with, and tutoring materials will be taken from the class from which the child is drawn for tutoring. Because of transportation problems, it was judged to be impossible to run an after-school tutoring program. The reading specialist therefore decided to tutor children during classes they were already failing (had received an "F" in the previous report card), reasoning that the child could not do any more poorly, and it was therefore unlikely that the once-a-week removal for tutoring would hurt the child's performance in that class. The child's assignment for the class he or she is missing during the tutoring sessions constitutes the material for that session. For example, if a child is tutored during his science class, he is tutored in reading using the science material his class will be covering that day.

Addition of an Intensive Study Program

Eleven students that are experiencing academic failure, who have been judged by project and school staff to have the requisite ability to perform successfully in school, and are not enrolled in the MAP, are involved in an Intensive Study Program. In this program, they meet weekly with a project staffer to go over their assignments, plan their next week's academic work, and receive tutoring. The staffer (who is in the building full time) checks on their academic progress almost daily, and works with the students and their teachers to insure that the students keep up in their day-to-day assignments.

The program centers around a "time management" approach, in which the timely scheduling and completion of assignments is emphasized. It is hoped that the students will better know what is required of them in each of their classes, will schedule a particular time to do the assignment, and will complete it on time. It is believed that the focused attention of a project staffer will motivate these students to complete their school work and improve their grades.

Additional Project Changes

In 1980-81 some limited use of college student volunteers had been made in tutoring, and in supervising the in-school suspension center. Student volunteers were not used in 1981-82 because of problems in supervising the volunteers and in insuring that they would be available on a regular basis. For the 1982-83 year student volunteers will again be recruited, and a more systematic effort will be made to supervise and coordinate their efforts. Volunteers will be primarily used in helping with extracurricular activities, in tutoring, and in collecting and maintaining attendance data.

Due to the OJJDP budget cuts, the project was forced to eliminate two support staff positions: the attendance clerk and the secretary in the counseling center. The duties of these persons are being covered by other project staff, and by the use of volunteers.

The final change in Milwood Alternative Education Project activities for the 1983 year is one of emphasis. Project staff have always been concerned with getting Milwood students involved in school activities and school decision-making. They were disappointed in the evaluation results that indicated that the students did not perceive themselves to be any more involved in the school or to be influencing school policies. Project staff plan to spend more time in the coming year working with students in planning and carrying out activities. They hope to increase the number of activities (through planning and the use of volunteers) that students can become involved in.

Particular interventions that are planned to involve students in school activities are a pep club, a choir, an intramural program, and a spring theatrical production. These programs will be designed and implemented with the aid of the student council and the student advisory board, giving these students more say in the events at school.

Recommendations

1. MAP teachers must be aware of the possibility of peer influence contributing to a negative classroom atmosphere. Particularly, disruptive behavior that is reinforced by the other students in the room can destroy the possibility of learning. This is a drawback to any program that seeks to put a large proportion of behavior problem students together in one class. Project staff have recognized the problem, and have attempted to rectify it by scheduling more "positive" students. It is probable though, that the number of positive students (two or three) in a class of twenty, is insufficient to overcome the nega-

tive peer influence of the rest of the class. The MAP teachers will have to be aware of the potential problem, and should be prepared to respond quickly to contagious behavioral disruption.

2. The affective education curriculum for MAP class, organized around a three-day-a-week group experience, is not focused, and is often carried out in an ad-hoc fashion. It is apparent that the counselors and the teachers develop much of the group material on the spot. It is unlikely that the objectives of the program can be met unless specific interventions are designed to address them.

3. Plans underway to document the actual curriculum taught in the MAP, should be examined. The description of the MAP will only be useful to future program implementers to the extent that it is clear, and covers all activities and interventions undertaken.

4. The teacher of the new remedial reading program should attend closely to possible negative effects of taking students out of their regular classes. The program does plan to organize the reading tutoring around the material the students are covering in their classwork, but it is probable that not as much material will be covered in the tutoring sessions as in the regular classes. In addition, the negative labeling that could result from being sent to this class could harm the overall academic performance of the students. The reading specialist should make every effort to provide tutoring outside of the students´ regular class schedule, and allow the students to remain in their mainstream classes as much as possible.

5. The Cambridge-Sommerville study (Powers and Wittmer, 1951) investigated the delinquency-prevention potential of assigning a caseworker to monitor the behavior and provide support to lower class boys identified at risk for delinquency. Long-term follow-ups to that study (McCord, 1978) indicate that the program actually had severe negative effects on the life experience of the participants. McCord attributes the negative effects to a violated expectancy that "things are going to get better": children in the program felt "special" and were led to believe that their lives would now take a dramatic turn for the better. These children found that life did not, in fact, get much better. Apparently, many of the participants internalized their failures, deciding that, "Even with all of this help, I still can´t make it." Accordingly, the Milwood volunteers must beware of setting up unrealistic expectations in their clients, that, if not met, produce negative feelings of self-worth in the children.

6. The introduction of the in-school suspension room did not decrease the number of self-reported suspensions (which includes both in- and out-of-school suspensions). A difficulty with in-school suspension is that it is a less severe sanction than out-of-school suspension, and thus, tends to be resorted to for less extreme disciplinary infractions. Ironically, this "progressive" procedure can result in more suspensions. Fortunately, in the case of the Milwood project, the institution of in-school suspension did not increase the number of self-reported suspensions and did in fact decrease the number of exit suspensions--the program´s primary objective. Nevertheless, project staff should make clear to building personnel the possibility of too

frequent suspension, resulting from the decreased severity of the punishment. Every effort should be made to insure that suspensions, either in- or out-of-school, are levied only for clearly specified extraordinary offenses.

7. A final caution concerns the the Student Council. While it is theoretically unlikely that the negative effects associated with the student council in 1982 were actually program outcomes, the possibility exists. Project staff must pay careful attention to any processes that may occur in the student council meetings or in the school at large that could produce the negative effects found in the 1982 data.

References

Carlton, R, and Cook, M. The Milwood Alternative Education Project: Interim Report. In G. D. Gottfredson (ed.), The School Action Effectiveness Study: First Interim Report (Report No. 325). Baltimore: The Johns Hopkins University, Center for Social Organization of Schools, 1982.

McCord, J. A thirty-year follow-up of treatment effects. American Psychologist, 1978, 33, 284-289.

Powers, E, and Wittmer, H. An experiment in the prevention of delinquency: The Cambridge-Somerville youth study. New York: Columbia University Press, 1951.

Table 1

Comparisons of Milwood and South on Selected 1981 SAES Measures

	Milwood			South			
	M	SD	N	M	SD	N	p
School variables							
Attachment to school	.63	.27	206	.65	.26	196	.67
School rewards	.20	.27	217	.23	.27	205	.37
School punishment	.20	.29	217	.25	.26	206	.06*
Parental emphasis on education	.68	.26	218	.68	.26	217	.92
School effort	.57	.31	223	.61	.29	219	.23
Negative peer influence	.21	.20	219	.22	.23	217	.55
Victimization	.14	.17	211	.13	.17	202	.52
Involvement	.19	.16	214	.22	.16	210	.08*
Psycho-social variables							
Attachment to parents	.59	.28	222	.60	.27	218	.87
Belief in rules	.68	.25	205	.72	.24	187	.14
Positive self-concept	.69	.17	194	.73	.16	189	.03**
Rebellious autonomy	.73	.32	193	.63	.30	173	.003**
Interpersonal competency	.80	.23	204	.79	.21	181	.69
Internal control[a]	--	--	--	--	--	--	--
Alienation	.36	.30	202	.37	.29	193	.83
Practical knowledge	1.37	.44	206	1.39	.45	191	.66
Educational expectation	3.48	1.72	222	3.61	1.73	218	.44
Self-reported behavior variables							
School non-attendance index	.54	.74	224	.37	.68	218	.01**
Delinquency	.19	.20	216	.14	.18	210	.005**
Serious delinquency	.12	.19	216	.10	.19	211	.18
Suspensions	.25	.43	210	.14	.35	203	.007**
Drug use	.30	.32	215	.17	.24	210	.0000**
Self-reported grades	2.67	.91	220	2.69	.84	219	.80
Background variables							
Sex (% male)	49%	--	221	51%	--	220	.74
Age	13.10	.87	225	13.15	.95	221	.48
Race (% minority)	31%	--	220	45%	--	209	.005**
Parental education	2.28	1.15	196	2.49	1.17	189	.08
Reading ability	1.82	.87	200	1.85	.86	201	.72

[a] Not available in 1981.

* Nearly significant.
** Statistically significant.

Table 2

Significant Correlations Between Race (Minority vs. White)[a] and 1981 SAES Questionnaire Scales[b]

Questionnaire measure	r	p	N
Belief in the Rules	.13	.006	380
Drug Use	.15	.000	409
Involvement	.17	.000	409
Grades	.18	.000	422
Parental Education	.22	.000	370
Practical Knowledge	-.11	.01	385
Suspensions	-.15	.000	399

[a] Minority status coded "0" and white coded "1."

[b] For entire Kalamazoo Sample.

Table 3

Significant Differences between Milwood and South on Selected 1981 SAES Measures Controlling for Race and Parental Education

	Milwood		South		
	Adjusted mean	N	Adjusted mean	N	p
Suspensions	.25	181	.12	165	.002
Rebellious autonomy	.71	167	.62	145	.01
School non-attendance	.52	192	.38	176	.04
Delinquency	.19	184	.15	169	.03
Drug Use	.30	183	.18	169	.000

Table 4

Comparisons of Milwood and South on
Selected 1982 SAES Measures

	Milwood			South			
	M	SD	N	M	SD	N[1]	p
School variables							
Attachment to school	.64	.28	474	.57	.26	224	.002**
School rewards	.17	.23	496	.19	.24	221	.30
School punishment	.22	.25	497	.29	.30	221	.001**
Parental emphasis on education	.62	.28	407	.61	.30	210	.68
School effort	.58	.32	563	.59	.29	233	.68
Negative peer influence	.24	.23	547	.25	.24	230	.58
Victimization	.16	.20	491	.21	.26	220	.005**
Involvement	.18	.16	550	.21	.17	231	.02**
Psycho-social variables							
Attachment to parents	.55	.30	558	.55	.29	232	.99
Belief in rules	.70	.27	332	.68	.26	191	.40
Positive self-concept	.74	.18	384	.73	.18	199	.53
Rebellious autonomy	.63	.34	302	.65	.32	183	.52
Interpersonal competency	.78	.24	328	.75	.25	188	.18
Internal control	.40	.26	346	.43	.26	191	.22
Alienation	.38	.29	342	.43	.25	193	.04**
Practical knowledge	1.35	.46	295	1.25	.49	186	.02**
Educational expectation	.42	1.79	566	3.42	1.72	236	.72
Self-reported behavior variables							
School non-attendance index	.48	.73	566	.56	.62	234	.14
Delinquency	.17	.20	507	.20	.21	215	.07*
Serious delinquency	.11	.19	509	.14	.20	214	.06*
Suspensions	.21	.41	459	.18	.38	218	.36
Drug use	.28	.34	514	.27	.31	220	.72
Self-reported grades	2.65	1.08	565	2.68	.95	230	.72
Background variables							
Sex (% male)	48%	--	565	54%	--	235	.001**
Age	13.23	.93	573	13.22	.90	235	.89
Race (% minority)	34%	--	676	46%	--	308	.001**
Parental education	2.56	1.21	511	2.55	1.13	218	.92
Reading ability	1.75	.88	516	2.04	.84	216	.001**

---

[1] These are the actual N's. Means and SD's for the South sample are weighted by the probability of sampling; all 1980-81 respondents were resurveyed.

* Strong trend.

**Statistically significant.

Table 5

Comparisons of Milwood and South on Changes in SAES Scores from Spring 1981 to Spring 1982

	Milwood			South			
	M	SD	N	M	SD	N	p
Changes in school variables							
Attachment to school	-.09	.33	69	-.05	.37	68	.48
School rewards	-.07	.36	75	-.06	.37	68	.85
School punishment	.04	.42	75	-.04	.41	69	.26
Parental emphasis on education	-.06	.38	69	-.09	.37	71	.60
School effort	-.05	.42	81	-.01	.40	74	.63
Negative peer influence	.07	.31	75	.01	.32	74	.31
Victimization	.05	.29	71	-.06	.25	67	.82
Involvement	-.02	.21	76	.00	.25	70	.56
Change in psycho-social variables							
Attachment to parents	-.06	.43	83	-.05	.42	74	.85
Belief in rules	-.02	.36	59	-.10	.34	55	.21
Positive self-concept	.00	.27	58	.00	.24	60	.98
Rebellious autonomy	-.03	.42	47	.07	.43	52	.25
Interpersonal competency	-.03	.36	55	.00	.30	57	.68
Internal control[a]	--	--	--	--	--	--	--
Alienation	.11	.39	60	-.01	.36	59	.07*
Practical knowledge	-.03	.55	55	-.14	.61	54	.32
Educational expectation	-.12	2.45	84	-.33	2.63	72	.60
Changes in self-reported behavior variables							
School non-attendance index	.07	1.16	84	.19	1.14	73	.51
Delinquency	.05	.31	70	.05	.30	67	.95
Serious delinquency	.03	.27	70	.02	.30	67	.86
Suspensions	.01	.63	70	.12	.48	67	.27
Drug use	.10	.49	73	.12	.41	68	.84
Self-reported grades	-.15	1.53	80	-.04	1.36	70	.65
Changes in school population (background) variables							
Parental education	.04	1.71	69	.12	1.62	61	.77
Reading ability	-.13	1.23	67	.34	1.34	65	.04**

[a] Not available for 1980-81.

*Nearly significant.
**Statistically significant.

Table 6

South Students Performed Better than Milwood Students on 1981 M.A.T.s

	Milwood		South		
	Adjusted mean[a]	N	Adjusted mean[a]	N	p
Reading	32.5[b] (44)[c]	586	36.3 (52)	571	.000*
Language	33.6 (44)	586	36.6 (51)	571	.000*
Math	28.4 (47)	586	31.4 (56)	571	.000*
Composite	94.5 (45)	586	104.3 (53)	571	.000*

Note. Results are the same whether using raw scores, percentiles, scaled scores, or normal curve equivalent scores.

[a] Means are adjusted for grade, sex, race and age, using SPSS routine ANOVA with classical analysis, controlling for school, grade, sex, race, and age.

[b] Adjusted raw score.

[c] Adjusted percentile score.

*Highly statistically significant.

Table 7

Milwood Students Perform as Well as South Students on 1982 Reading and Language M.A.T.s, and Peform Better than South Students on 1982 Math M.A.T.s

	Milwood		South		
	Adjusted mean[a]	N	Adjusted mean[a]	N	p
Reading	38.0[b] (56)[c]	576	38.3 (56)	580	.61
Language	37.7 (53)	576	37.5 (53)	580	.58
Math	32.2 (58)	576	31.1 (54)	580	.01*
Composite	108.0 (56)	576	106.8 (54)	580	.42

Note. Results are the same whether using raw scores, percentiles, scaled scores, or normal curve equivalent scores.

[a] Means are adjusted for grade, sex, race and age, using SPSS routine ANOVA with classical analysis, controlling for grade, sex, race, and age.

[b] Adjusted raw score.

[c] Adjusted percentile score.

*Statistically significant.

Table 8

M.A.T. Composite Raw and Percentile Scores for Students of Different Ethnicity, Adjusted for Age: Kalamazoo 1981 and 1982[a]

	White		Black		Other		
	Adj. Mean[b]	N	Adj. Mean	N	Adj. Mean	N	p
1981	105.56[c] (55)[d]	770	84.84 (34)	338	102.09 (51)	49	.000*
1982	114.31 (62)	765	82.69 (40)	358	96.05 (55)	33	.000*

M.A.T. Composite Raw and Percentile Scores for Students of Different Gender, Adjusted for Age: Kalamazoo 1981 and 1982[a]

	Male		Female		
	Adj. Mean[b]	N	Adj. Mean	N	p
1981	97.09 (47)	559	101.48 (51)	598	.008*
1982	105.81 (53)	566	108.89 (56)	590	.03

Note. Results are the same whether using raw scores, percentiles, scaled scores, or normal curve equivalent scores.

[a] Race effects are adjusted for grade, sex, and age. Sex effects are adjusted for race, grade, and age.

[b] Adjusted means and *p* levels are from SPSS routine ANOVA, using classical analysis.

[c] Adjusted raw score.

[d] Adjusted percentile score.

*Statistically signficant.

Table 9

South Students Perform Better than
Milwoood Seventh Graders on the 1981 M.A.T.s

	Milwood				South				
	Seventh		Eighth		Seventh		Eighth		
	Adj. Mean	N	Adj. Mean	N	Adj. Mean	N	Adj. Mean	N	p
Reading	27.4[a] (35)[b]	312	39.8 (59)	274	31.1 (43)	284	40.0 (58)	287	.000*
Language	28.8 (35)	312	40.3 (59)	274	31.5 (40)	284	40.5 (59)	287	.000*
Math	23.6 (35)	312	35.2 (65)	274	26.2 (42)	284	35.4 (66)	287	.000*
Composite	79.8 (34)	312	115.3 (61)	274	88.8 (40)	284	115.9 (62)	287	.000*

Note. Results are the same whether using raw scores, percentiles, scaled scores, or normal curve equivalent scores. Means are computed separately for each school, and adjusted for sex, race, and age. Adjusted means are from SPSS routine ANOVA, using classical analysis. _p_ levels are for the _interaction_ of school and grade, controlling for school, grade, sex, age, and all other two-way interactions.

[a] Adjusted raw score.

[b] Adjusted percentile score.

*Highly statistically signficant.

Table 10

Milwood Students Perform as Well as South Students on the 1982 M.A.T.s

	Milwood				South				
	Seventh		Eighth		Seventh		Eighth		
	Adj. Mean	N	Adj. Mean	N	Adj. Mean	N	Adj. Mean	N	p
Reading	32.7[a] (47)[b]	292	45.1 (69)	284	31.8 (44)	291	43.3 (64)	289	.39
Language	33.6 (46)	292	43.5 (65)	284	32.2 (43)	291	41.3 (61)	289	.31
Math	28.7 (50)	292	37.2 (70)	284	26.4 (42)	291	34.6 (60)	289	.13
Composite	94.9 (56)	292	125.8 (69)	284	90.3 (42)	291	119.2 62)	289	.21

Note. Results are the same whether using raw scores, percentiles, scaled scores, or normal curve equivalent scores. Means are computed separately for each school, and adjusted for sex, race, and age. Adjusted means are from SPSS routine ANOVA, using classical analysis. *p* levels are for the interaction of school and grade, controlling for school, grade, sex, age, and all other two-way interactions.

[a] Adjusted raw score.

[b] Adjusted percentile score.

*Highly statistically signficant.

Table 11

Average Change in Adjusted M.A.T. Percentile Scores from 1981 to 1982 for the Milwood and South Seventh and Eighth Grades

	Milwood			South		
	Seventh	Eighth	Overall	Seventh	Eighth	Overall
Reading	+12	+10	+12	+1	+6	+2
Language	+11	+6	+9	+3	+2	+2
Math	+15	+5	+11	0	+6	+2
Composite	+22	+8	+12	+2	0	+1

Note. These percentile change scores are adjusted for sex race, and age. The interaction of school x year, controlling for sex, race, and age, is significant, p<.001, for all four M.A.T. scores.

Table 12

Comparisons of
Milwood Alternative Program Students
to Milwood Eighth Graders

	M.A.P.			Eighth Graders			
	M	SD	N	M	SD	N	p
School variables							
Attachment to school	.62	.25	45	.61	.28	202	.73
School rewards	.20	.24	47	.13	.19	213	.02**
School punishment	.26	.27	47	.24	.26	213	.53
Parental emphasis on education	.55	.26	42	.59	.28	182	.42
School effort	.48	.32	51	.54	.32	230	.23
Negative peer influence	.34	.29	49	.23	.22	231	.005**
Victimization	.19	.23	46	.15	.20	213	.19
Involvement	.17	.16	51	.17	.15	229	.77
Psycho-social variables							
Attachment to parents	.48	.24	51	.51	.30	231	.42
Belief in rules	.65	.23	35	.68	.28	147	.54
Positive self-concept	.68	.15	39	.72	.18	166	.19
Rebellious autonomy	.72	.31	36	.68	.32	127	.46
Interpersonal competency	.82	.24	37	.75	.24	140	.09*
Internal control	.51	.28	38	.41	.25	153	.02*
Alienation	.46	.26	38	.38	.28	150	.10*
Practical knowledge	1.34	.37	36	1.40	.44	130	.43
Educational expectation	2.76	1.89	51	3.47	1.75	235	.01**
Self-reported behavior variables							
School non-attendance index	.63	.75	51	.52	.74	234	.36
Delinquency	.27	.25	45	.21	.21	219	.10*
Serious delinquency	.19	.25	42	.12	.20	219	.04**
Suspensions	.44	.50	43	.20	.40	204	.001**
Drug use	.41	.40	43	.37	.40	219	.04**
Self-reported grades	2.28	.82	47	2.59	1.10	234	.06*
Background variables							
Sex (% male)	49%	--	49	44%	--	233	.65
Age	14.00	.81	51	13.70	.70	235	.009**
Race (% minority)	26%	--	51	20%	--	290	.08*
Parental education	1.97	1.12	44	2.61	1.12	217	.001**
Reading ability	1.72	.86	46	1.76	.86	223	.77

* Almost significant.
**Statistically significant.

Table 13

Significant Differences between M.A.P. and Milwood Eighth Graders, Controlling for Parental Education, Ethnicity, and Age

	M.A.P.		Eighth Graders		
Outcome measure	Adjusted mean	N	Adjusted mean	N	p
School rewards	.23	38	.12	186	.002
Suspensions	.41	35	.21	177	.01

Table 14

Significant Changes on SAES Scores from 1981 to 1982 for
M.A.P. Students and Milwood Eighth Graders

	M.A.P.			Other Eighth Graders			
Outcome measure	Mean Change	SD	N	Mean Change	SD	N	p
Educational expectation	-1.67	2.69	15	.22	2.29	68	.006**
Negative peer influence	.25	.36	11	.03	.29	63	.03**

Table 15

Comparisons of Skills Lab Students
to Milwood Population
and to M.A.P.

	Skills Lab			Milwood				M.A.P.[a]
	M	SD	N	M	SD	N	p	p
School variables								
Attachment to school	.43	.23	10	.64	.28	464	.02**	.006*
School rewards	.11	.18	9	.17	.23	487	.44	.15
School punishment	.45	.32	9	.21	.25	488	.005**	.03**
Parental emphasis on education	.50	.29	7	.62	.28	400	.25	.77
School effort	.28	.32	16	.59	.32	547	.001**	.004**
Negative peer influence	.56	.28	14	.23	.22	533	.001**	.001**
Victimization	.22	.34	9	.15	.19	482	.30	.77
Involvement	.12	.14	15	.18	.16	535	.11	.17
Psycho-social variables								
Attachment to parents	.43	.32	16	.56	.30	542	.09*	.59
Belief in rules	.57	.19	5	.71	.19	327	.24	.35
Positive self-concept	.55	.21	5	.74	.18	379	.03**	.04**
Rebellious autonomy	.73	.37	5	.63	.34	297	.49	.93
Interpersonal competency	.83	.32	6	.78	.23	322	.61	.82
Internal control	.52	.30	6	.40	.26	340	.28	.94
Alienation	.51	.32	7	.38	.29	335	.21	.58
Practical knowledge	1.19	.28	6	1.36	.47	289	.38	.28
Educational expectation	1.35	1.70	17	3.43	1.76	549	.001**	.001**
Self-reported behavior variables								
School non-attendance index	.94	.97	17	.47	.72	549	.009**	.02**
Delinquency	.47	.28	12	.17	.20	495	.001**	.001**
Serious delinquency	.39	.32	12	.10	.18	497	.001**	.002**
Suspensions	.88	.35	8	.20	.40	451	.001**	.01**
Drug use	.56	.37	14	.27	.34	500	.002**	.06**
Self-reported grades	1.50	.94	14	2.68	1.07	551	.001**	.001**
Background variables								
Sex (% male)	69%	--	16	47%	--	549	.15	.23
Age	14.29	--	17	13.20	--	556	.001**	.09*
Race (% minority)	13%	--	24	23%	--	652	.46	.13
Parental education	1.33	.86	15	2.60	1,20	496	.001**	.008**
Reading ability	1.18	.81	17	1.77	.88	499	.006**	.008**

[a] Comparison of Skills Lab students to M.A.P. students.

* Strong trend.
**Statistically significant

Table 16

Significant Comparisons of Skills Lab and M.A.P. Students, Controlling for Parental Education, Reading Ability and Age

	Skills Lab		M.A.P.		
	Adjusted mean	N	Adjusted mean	N	p
Attachment to school	.40	18	.68	30	.03
Educational expectation	1.14	15	3.13	31	.001
Involvement	.08	13	.21	31	.03
Negative peer influence	.56	12	.28	30	.03
School effort	.36	14	.64	31	.03
School punishment	.45	7	.24	31	.09
Delinquency	.47	10	.21	27	.02
Drug use	.62	12	.29	27	.06
Serious delinquency	.41	10	.15	27	.04
Grades	1.57	12	2.49	29	.004
Suspensions	.96	6	.34	30	.02

Table 17

Comparison of Quasi-Randomly Selected Student Council Students to Students Not Selected for the Student Council

	Student Council			Control			
Personal characteristic	M	SD	N	M	SD	N	p
School variables							
Attachment to school	.59	.27	25	.64	.29	151	.40
School rewards	.30	.31	28	.20	.25	158	.05**
School punishment	.21	.20	28	.25	.26	159	.51
Parental emphasis on education	.53	.32	22	.66	.25	137	.04**
School effort	.50	.32	28	.58	.37	175	.21
Negative peer influence	.32	.26	25	.23	.23	170	.04**
Victimization	.19	.22	28	.18	.22	159	.75
Involvement	.27	.15	28	.20	.16	171	.03**
Psycho-social variables							
Attachment to parents	.43	.33	30	.56	.29	175	.02**
Belief in rules	.69	.28	18	.70	.27	116	.91
Positive self-concept	.66	.23	20	.75	.18	133	.05**
Rebellious autonomy	.63	.37	17	.64	.33	109	.92
Interpersonal competency	.76	.27	18	.79	.23	113	.61
Internal control	.49	.23	18	.43	.27	121	.39
Alienation	.39	.32	17	.38	.29	119	.89
Practical knowledge	1.34	.47	17	1.40	.44	106	.58
Educational expectation	2.60	1.87	30	3.58	1.76	176	.006**
Self-reported behavior variables							
School non-attendance index	.53	.73	30	.47	.73	178	.64
Delinquency	.21	.17	24	.19	.21	158	.70
Serious delinquency	.10	.12	24	.12	.20	158	.73
Suspensions	.35	.48	26	.21	.41	147	.13
Drug use	.32	.38	24	.31	.36	159	.97
Self-reported grades	2.69	.97	29	2.69	1.02	175	.98
Background variables							
Sex (% male)	55%	--	29	45%	--	173	.42
Age	13.27	.87	30	13.31	.87	178	.78
Race (% minority)	27%	--	34	22%	--	226	.53
Parental education	2.31	1.51	27	2.66	1.23	158	.20
Reading ability	1.70	.91	27	1.82	.87	161	.52

* Almost significant.
**Statistically significant.

Table 18

Significant Differences between Student Council Members and Other Students When M.A.P. and Skills Lab Students are Excluded from the Analysis

	Student Council			Other Students			
	M	SD	N	M	SD	N	p
Attachment to parents	.44	.35	25	.58	.30	151	.04
Involvement[a]	.26	.15	23	.21	.17	147	.14
Negative peer influence	.35	.24	25	.22	.22	146	.006
Parental emphasis on education	.54	.33	17	.66	.25	117	.09
School effort	.48	.32	23	.60	.32	151	.10
School rewards	.29	.32	23	.19	.25	136	.08
Self-esteem	.65	.27	15	.75	.16	114	.05

[a] Included because of its relevance to the project. Not statistically significant.

Project PREP: Second Interim Report

D. K. Ogawa and G. D. Gottfredson

Rationale

Project PREP is continuing its effort to reduce high truancy, dropout, and suspension rates, along with disruptive student behaviors in 12 schools in District 9 in Bronx, New York. Ultimately, Project PREP anticipates that teachers and students will perceive school as a safe and viable place for learning. Although the statement of the project's theoretical rationale remains essentially the same as last year's, the following ideas have been added:

1. Lack of opportunities and positive experiences create fear and frustration in students, lessens stakes in conformity, lessens self-esteem and ultimately leads to anger and hositility. Creation of opportunities, e.g., jobs, and positive use of leisure time will decrease delinquency and decrease the chances of associating with those who do engage in delinquency.

2. Students lack caring, positive, and strong role models and a consistent set of firm and fair guidelines to follow.

3. Students lack commitment to the conventional norms and beliefs of society.

Although the theories elaborated thus far deal with why the problems exist in District 9, further elaboration of PREP's action theories, i.e., the project's theories which will guide their interventions, is needed for the third year.

Objectives

The project objectives, gleaned from several sources, are summarized in Table 1. Drawing from the updated theoretical framework, the following four objectives were added to last year's: (a) reducing negative peer influence among program participants when compared to comparable controls; (b) increasing opportunities for a successful transition to high school and/or a career; (c) increasing the use of fair and consistent school rules for program participants; (d) increasing students' beliefs in conventional rules. This year's "objectives" include processes or critical benchmarks necessary for implementation. Were the project's theoretical framework sharpened, a clearer distinction could be made between objectives and critical benchmarks for program implementation.

Intended Interventions

In addition to the three major components in the first year (i.e., the Alternative School, the Citizenship Clusters, and the Youth component) a fourth intervention, student council, was added for the second year of operation. The student council is composed of eight elected representatives from the Alternative School and one representative from each of the eight cluster schools.

This second interim report supplements an earlier report (Ogawa, 1982) which should be consulted for a basic overview of this project and an account of earlier activities.

The Youth Director is primarily responsible for the student council at the Alternative School and the two teacher-coordinators are responsible for the student representatives at the Cluster schools. The council convenes at least monthly to learn about decision-making procedures and developing an agenda for initiating school policy changes. After a meeting at the Alternative School, the Cluster representative meets with the rest of the Cluster students at his or her home school. This intervention is directed at the following objectives: (a) reducing negative peer influence; (b) increasing the number of active, productive youths, (c) increasing self-concept, and d) in-creas-ing attachment to school.

Project Environment

A major change has taken place in School District 9, the implementing organization. During the first year District 9's Deputy Superintendent (DS) acted as project manager. Following the DS's resignation, the administrative responsibility for Project PREP was shifted to the District's funded programs office, and the Community School Board has become more involved with monitoring the project.

Staffing

The District 9 Director of Evaluation and Research and his assistant are no longer involved in performing evaluation activities. The Community School Board has assigned a data collector to assist the project director with major evaluation activities such as the spring survey administration. Although the data collector supervised the paraprofessionals who actually collected the data, he did not adopt the role of an on-site evaluation coordinator. Many of the on-going evaluation tasks were performed by the project director, a teacher-coordinator and the paraprofessionals.

In addition to the data collector, a new Youth Director was hired for the second and third year to coordinate the Youth Program and the student council.

Program Implementation

Project PREP has been serving students for two years; however, for the first half year, the project was run by a director with a different philosophy than the present director. Although the present director has been on staff since April 1981, it has only been recently, during this past year, that the project is moving in the direction that he has conceptualized. An example of this is the development of curriculum to prepare students for options other than college. Pianos and other musical instruments were acquired, as well as equipment for a photography class and an auto mechanics class.

The extent and nature of this year's implementation was ascertained primarily from project records, the program development worksheets, supplemented with interviews with the project's staff. No formal comprehensive monitoring devices were developed to record other important dimensions of implementation such as the degree and extent to which project staff have adopted alternative education techniques (for example, see Hall & Loucks, 1977; Leithwood & Montgomery, 1980).

Alternative School

Most of the project development occurred with this intervention. The participants are still seventh and eighth graders referred from four local junior high schools for behavioral problems. However, the emphasis of the intervention now includes providing practical experiences as well as academics. Both the career awareness element and the transition to high school components were specified in the original proposal, but were not fully conceptualized or implemented. The career awareness element originally involved exposing students to guest speakers of different professions. As implemented in year two, this component allows students to get experience at the alternative school in various activities such as photography, auto mechanics, carpentry, and electronics. In addition, by the end of the year, students were exposed to job resumes, participated in mock job interviews, and, by the summer, 25 students were reportedly placed in jobs around the community for minimum pay. In addition to providing students with vocational experiences, the program provides students with practical experiences such as exposure to museums, restaurants, ball-games, and taking a train trip to other nearby cities.

English, math, social studies, and science are taught in the mornings. Teachers work with eight students per class for a one-hour period. Individualized educational plans, based on test scores, were initiated for students in December, 1981, and were updated the following April for the remainder of the year. Students experiencing academic difficulties are also provided with tutoring after school. For those experiencing emotional difficulties, psychological and drug counseling are also available from the staff psychologist and the local mental health clinic.

Although an alternative setting, the school is structured as a junior high or intermediate school where students are prepared academically for high school. The project director was concerned, however, that Project PREP students would become so acclimated to the supportive alternative school environment that they would be unable to make the transition to high school once they graduate from the eighth grade. As a consequence, arrangements were made with local high school principals to allow eighth grade PREP students to attend classes in the morning. Five eighth graders were placed in high school last February. They took courses during the morning then came back to the Alternative School in the afternoons for tutoring and counseling, in addition to participating in the practical curriculum.

Both the academic and practical components of the Alternative School are designed to increase academic achievement, self-esteem, attachment to school, student involvement, and to decrease negative peer influence among the targeted students as compared to comparable control students. In addition to the academic and practical components, a third component, informal counseling, designed to increase students' beliefs in conventional beliefs, is primarily performed by the project director during field trips or other activities whenever and wherever a topic comes up. Students also call the youth director and teachers after hours for help. In order to provide consistent availability of staff to students, arrangements are being made to provide a 24-hour "hot-line" to students. The project director feels that the exposure to different experiences and a supportive caring staff are the most important aspects of the alternative school.

Citizenship Clusters

While the project director is in charge of the Alternative School, the two teacher-coordinators are primarily responsible for the Citizenship Clusters, i.e., the teachers of project students, the paraprofessionals who operate the Time-Out Room, and the students themselves. The teacher-coordinators arranged weekly meetings with teachers and paraprofessionals, coordinated student council activities, provided the prizes for the token economy and were in charge of evaluation issues such as maintaining the design and supervising data collection activities.

Unlike last year, the token economy went smoothly due to the ready availability of the prizes. However, the function of the Time-Out Room changed from the behavioral model of a nonstimulating, "cool down" environment for a misbehaving student to a microcosm of the "perfect classroom." Once behavioral contracts were established with project students, the Time-Out Room was utilized less. Some principals felt that the paraprofessionals were not using their time efficiently and consequently suggested that the paraprofessionals offer tutoring to project students. The Time-Out Room eventually became a supportive environment where students received individualized tutorial and counseling services from the paraprofessionals, as well as a place to "cool down." It appears from subjective accounts that the Time-Out Room met the needs of students who needed personal attention, both academically and emotionally, but who could not get this from a regular classroom.

One paraprofessional from a junior high school describes her role as first talking to a student who is sent to the Time-Out Room for misbehaving. She ascertains why the student misbehaved and allows the student to vent his or her emotions. She then explains why that behavior was inappropriate and draws up a behavioral contract agreed upon by the student, teacher, and paraprofessional. If the student fulfills the contract, he or she receives points which are later redeemed for prizes. When there are no students in the Time-Out Room, the paraprofessional goes to a Cluster class to get four students for reading and math tutoring. Each student is to be seen by the paraprofessional twice each week for rap sessions or counseling. Whether visiting the Time-Out Room for tutoring or a behavioral problem, students are in the Time-Out Room no longer than 45 minutes before returning to class.

Although all paraprofessionals in the eight cluster schools do essentially the same tasks, the intensity varies across schools, as can be seen in Table 4. For behavioral problems, students at one school had as few as five contacts whereas at another school students had an average of 87 contacts. The average number of rap sessions each student had ranged from two at one school to as many as 160 at another school. Part of this variation may depend on the relationship between the paraprofessional and teacher. Some teachers initially felt threatened by the presence of a paraprofessional providing direct services to students. This was especially true if students became attached to the paraprofessionals. Other teachers excessively use the Time-Out Room to unburden themselves from certain students. Meetings with the teachers, paraprofessionals, and the staff psychologist were held in an attempt to resolve these problems; but, attendance at these meetings was minimal.

In summary, the "Time-Out-Room" is a misnomer for the model actually being implemented in the Cluster Schools. Although it appears that the "Time-Out-Room" has moved away from the behavioral model, the original conceptualization of this intervention, as outlined in the project´s proposal, includes individualized tutoring and counseling services. Unclear role expectations between teachers and paraprofessionals and haphazard referral of students at some schools threaten the strength and integrity of this intervention. Overall, the strength of this intervention, according to the project director, depends on the relationship between the student and the paraprofessional.

Youth Component

This intervention was originally designed to bring Alternative School and Cluster students together to engage in positive leisure time activities. In year two, however, the Alternative students and the Cluster students became more independent of each other. Alternative students plan their own field trips separate from Cluster students and utilize separate night centers. There are 16 night centers in the District sponsored by Continuing Education which are open from 7-9 p.m. Only one of these centers is run by the Alternative School Staff. Alternative students attend this center while Cluster students attend other nearby centers staffed by some of the para-professionals who take attendance. However, token points are no longer given to students who attend the night center. Although students are not required to attend the night centers, field trips, or other activities, they are strongly encouraged. Of all the activities of the Youth component, the night centers are utilized most often. Other components include winter camp, summer camp and summer jobs.

Student Council

This was the first year this intervention was implemented. Although council members were introduced to parliamentary procedures, took field trips to governing agencies, and addressed school and community problems, the project director felt the council was not as strong as anticipated. This was due in part to the fact that the council only met once a month and council decisions were often temporary.

Parent Involvement

This has been the most difficult component to implement. Ministers, technical assistance, and consultants have been utilized this year in order to organize parents. The various strategies were successful in involving some parents.

Implementation Overview

Project PREP´s interventions have been implemented in varying degrees. Tables 3 through 4 provide an overview of project implementation. Table 3 shows the average number of times alternative school students were reported to be involved in various activities, and Table 4 presents similar information for the cluster schools. Implementation is vastly different in different schools.

Interim Outcomes

Methods

Design. With the first year´s non-equivalent control group design, little could be concluded about the effectiveness of Project PREP´s interventions. Consequently, an experimental design was established in both the Alternative School and the Cluster schools. A pool of eligible referrals from the four feeder junior high schools were randomly assigned to either the Alternative school or a control condition in which the students would remain in his or her original school. A similar procedure was conducted for the Cluster Schools. Cluster treatment students were designated by the PREP staff to utilize the Time-Out-Room. Cluster controls were to be treated no differently from non-program participants.

Due to the mobility of students in the Bronx, it was necessary to maintain a continuous pool of referrals. Because some treatment students on the waiting list subsequently withdrew from school, it became necessary to develop a treatment waiting list and a control waiting list. Each time a person from the treatment waiting list was assigned to treatment, a person from the control waiting list was also added to the control group. Post-randomization checks using the SAES pretest showed no sizable differences between treatment and control students. Larger pools of eligibles were developed in some schools than in others, resulting in some nonproportionality in the design.

The experimental design was initially met with some resistance by principals who wanted to place certain students in the Alternative School and other principals who wanted all students served by the Time-Out Rooms. Over time, principals accepted the randomization process; however, there were a few occasions when the project director accepted nonrandomized referrals into the Alternative School. These students are excluded from our analyses. Although control students reportedly do not receive any PREP services, it is possible that they receive other services provided by the District. For example, control students can attend any of the night centers or they may be involved in the Gates′ program which offers remedial reading. In addition, one Cluster school has a drug program for students and Special Education has resource rooms set up at some schools to deal with academic problems. While Project PREP is unique in that it offers both academic and behavioral services, there are other sources from which controls can receive help.

Subjects. Of the treatment and control students, 70% were black and 30% hispanic. Females made up 33% of the sample while 67% of the sample were males. Fifteen students returned to the Alternative School from last year, leaving 25 openings to be filled by students randomly selected from a referral pool. During the year, the project director accepted into the Alternative School three non-random referrals from principals and one from the probation department. Each Cluster School served 15 students, with the exception of School 148, which expanded its program later in the school year to 30 students.

Measures. We intended to rely primarily upon the SAES questionnaire for measures of Project PREP′s goals and objectives. Official school records and the Project′s parent questionnaire were also to be used. The project administered the parent questionnaire twice during the year to parents of PREP participants.

Data quality. The utility of the data available is severely limited due to extensive missing information. Required information was not provided in sufficiently complete form to make most analyses meaningful. For completeness, tables show the actual number of cases for whom data are available. In Table 5 we illustrate the missing data problem. For the Alternative School, there were 21 control and 31 treatment students. For the Cluster schools, there were 96 control and 162 treatment students. Complete data on withdrawal from school were available. Data on absences from school are also reasonably complete. Other data are so often missing that no confidence may be had in analyses of the data that are present. (Table 5 is illustrative only. Other questionnaire-based measures resemble the measures shown in Table 5 in their completeness.)

Results

Project PREP's goals. Table 6 shows treatment and control group comparisons on several measures of Project PREP's goals. Four measures were intended to assess truancy and dropout. As noted earlier, however, the only sufficiently complete data for meaningful analyses are for absences (based on school records) and withdrawal from school. Students at the Alternative School withdrew from school more often than controls, but this result could have occurred by chance. Treatment students in the Cluster schools withdrew from school significantly ($p < .02$) more often than did control students. This difference is unlikely to have occurred by chance.

Alternative School treatment students were absent slightly and nonsignificantly less often than control students. Among cluster school students for whom data were reported, attendance was better ($.10 < p < .11$) for treatment than control students. Attendance data were reported, however, only for students who did not withdraw from school. Recall that significantly more treatment (13%) than control students (4%) withdrew from school.[1]

The results shown for class cutting and school cutting in Table 6, although showing significant differences, are not very meaningful due to the low response rates for these questionnaire-based measures.

Project PREP's Objectives. The remainder of the results shown in Table 6 relate to Project PREP objectives. Due to extensive missing data, these results are undependable. Nevertheless, the results suggest that victimization may be slightly higher among Alternative school students than among controls ($p < .05$), and that negative peer influence may be higher in both Alternative School and cluster treatment groups than in the control groups ($p < .10$).

A number of Project PREP objectives are specific to the Alternative School. Results relating to these objectives are summarized in Table 7 (for objectives relating to students). As was true for most measures summarized in Table 6, missing data makes interpretation of these results difficult. No significant differences were found between treatment and control groups however.

---

[1] The randomization process for cluster schools was performed separately for each school. Because of differences in the size of the pool of eligibles, different proportions of students were selected for treatment in the eight schools. This implies that school is associated with probability of treatment, and that differences observed between the pooled treatment and control groups could be due to school differences as well as to treatment differences. Data are not analyzed separately by school due to the very low statistical power that would result from the small sample sizes involved. When significant treatment-control differences were found, statistical controls for school were introduced to determine whether school differences could account for the result. Such additional analyses were performed for withdrawal from school and days absent. (These

One way to assess the objectives for the Alternative School itself (those relating to fair and consistent rules and to teacher competency) is to compare the school climate measures bearing on these objectives to those for other schools and to the Alternative School's standing on these measures in the previous year. Chapter 5 and the Appendix of Part I of this volume show results of the climate surveys conducted in the spring of 1981 and 1982. An examination of these results suggests the following: (a) Students report that the rules are fairer than do students in most other schools, and reports of fairness increased somewhat in 1982 over 1981. (b) In both years students reported that the school rules were clearer than did students in other schools. (c) In 1981 students reported fairly typical levels of victimization and safety; in 1982 students reported significantly more safety than in 1981. (d) In both years students reported high levels of individualized instruction. (e) Students reported experiencing slightly less disrespect from teachers than did students in the typical school in 1981, and they reported less still in 1982. (f) More student-teacher interaction than in the typical school was reported both years, but students reported less interaction in 1982 than in 1981. (g) In 1981 students reported receiving about the same levels of punishment in school as did students in the typical school, but slightly more than average in 1982. (h) In both years students reported receiving many more rewards in school than did students in the typical school.

The results of the parent questionnaire are shown in Table 8. Although more parents who responded to the questionnaire reported visiting the school and being aware of various opportunities in the community in the second half of the school year, the sample may be biased due to the low response rate (32 to 44%). In addition, factors which are not controlled for other than Project PREP's interventions, may have produced the observed differences.

Discussion

Limitations

Problems of missing data ravaged the utility of the evaluation. Satisfactorily complete data were available only for two outcome measures: School absences and withdrawal from school. Failure to administer the questionnaire to treatment and control students, and poor completion rates among students who were surveyed made the questionnaire measures only of very limited usefulness. The project-developed-and-administered parent questionnaire suffered from similar low response rates. Finally, information on disciplinary referrals was collected in such a way that made it impossible to distinguish between students with no referrals and students for whom no data were collected, and were therefore unusable. Accordingly, we

---

analyses were not performed for questionnaire measures where missing data were severe limitations.) Large and significant differences in withdrawal across schools are present in the data. Even when controls for school are applied, the observed difference in withdrawal is present and statistically significant ($p < .025$).

regard only the absence and withdrawal results as dependable, and focus our discussion on those results.

Withdrawal from School

A larger proportion of students participating in the Alternative School than of control group students withdrew from school (19% vs. 5%, respectively). This result, although not statistically significant, is worrisome. There is no evidence that participation in the Alternative School reduces the risk of dropout.

A larger proportion of treatment students in the cluster schools than of control students withdrew from school (13% vs. 4%) and this difference is statistically significant when statistical controls for school of attendance are applied ($p < .025$). Evidence suggests that participation in the Citizenship Clusters increases the risk of dropout.

Absences

Students attending the Alternative School are absent about as often as control students. There is no evidence that participation in the Alternative School reduces truancy.

Treatment students in the cluster schools who have not withdrawn by the end of the school year are absent less than are control students, but this difference is not statistically significant. There is no evidence that participation in the Citizenship Cluster reduces truancy.

Evaluation Strategies for 1982-83

The Program Development Evaluation model has never been adopted by Project PREP. Clearer specification of the project´s action theory and more careful attention to planning and management would be useful.

The PDE managment plan will need to be specified more carefully next year in order to carry out data collection activities. PREP showed minimal improvement over the first year with respect to data collection; however, and serious problems persist. Identification of obstacles in this area can be fed into renewed planning to strengthen the evaluation.

The process of identifying obstacles and formulating strategies to overcome the obstacles worked well with implementing randomization this year. Randomization will again be implemented next year in the Alternative and Cluster schools. Some of the Cluster schools will be expanding the number of students they serve from 15 to 30, which will require maintaining a large pool of referrals. Due to the high mobility rate of students, referral pools must be replenished and maintained throughout the school year. This effort will be of limited use unless the completeness of data collection improves.

Problems Project PREP is Encountering

Implementation. The project director is skeptical about the usefulness of the Time-Out-Room as an intervention. He feels the themes and prizes may be useful for elementary school students but that trips and various practical experiences may be more valuable with the older students. As a consequence, the Alternative School and the Clusters are separate entities, with the project director responsible for the Alternative School and the teacher coordinators responsible for the Clusters. The project director devotes most of his attention to the Alternative School.

Perhaps a more difficult task for PREP is getting parents involved in their children's activities. It may be, however, that the project is dealing with an overwhelming obstacle in their forcefield--the community environment. Parents in the community are often more concerned about larger issues such as unemployment, poor public services, and high crime, rather than their children's activities. The community environment may also make it difficult for the project to reduce delinquent behavior in the schools and among PREP students if the surrounding environment supports this behavior.

Evaluation issues. The project did not devote sufficient personnel resources and attention to collect the data completely, despite the hiring of an on-site data coordinator. Part of the problem also is the quality of records kept at some of the schools. The way questionnaire administration has been planned for and-executed have been serious defects which must be remedied if the effects of the project are to be determined.

Successes Project PREP is Experiencing

Although the objective evidence does not depict Project PREP as successful, subjective evaluations of the project are more promising. The project is praised in the District; other schools in the district want to be served by PREP. After a visit to the Alternative school, one staff psychologist was so impressed with the students, she sought air time on a radio broadcast so students could tell about their experiences.

Teachers and principals in PREP schools were initially skeptical, but now thay want the program expanded. Some students come to school early, and do not want to leave after school is out. Some 8th graders do not want to graduate. Non-PREP students at the Cluster Schools have asked how they can join Project PREP and participate in the activities and in student council.

References

Hall, G.E. & Loucks, S.F. A developmental model for determining whether the treatment is actually implemented. American Educational Research Journal, 1977, 14, 3, 263-276.

Leithwood, K.A. & Montgomery, D. S. Evaluating program implementation. Evaluation Review, 1980, 4, 2, 193-214.

Ogawa, D.K. Project PREP: An interim report of its evaluation. In G.D. Gottfredson (Ed.) The School Action Effectiveness Study: First Interim Report. Baltimore: Johns Hopkins University, Center for the Study of the Social Organization of Schools, (Report No. 325), 1982.

Table 1

Project PREP's Goals and Associated Objectives

Goal I: Reduce truancy and dropout in the 12 participating schools.

Objectives:

1. Increase parental involvement and enhance the extent to which they value education.
2. Increase the number of active and involved students.
3. Increase academic achievement and success.
4. Increase student commitment/attachment to school.
5. Increase chances for a successful transition to high school and career.[a]
6. Increase student self-concept.
7. Reduce negative peer influence.
8. Increase teacher competencies so they can cope with problem behaviors and meet students' needs.[a]
9. Increase students belief in conventional rules.

Goal II: Reduce the amount of disruptive behavior in the 12 schools.

Objectives:

1. See objectives 1 - 9 for Goal I, above.
2. Increase the use of consistent and fair guidelines for behavior.

Goal III: Reduce the number of suspensions in the 12 schools.

Objectives:

1. See objectives for other two goals (objectives are the same).

---

[a] This objective is specific to the Alternative School.

Table 2
Average Number of Times
Time-out Room Utilized During the 1981-1982
School Year for Each Cluster School

School	Behavioral Problems			Rap Sessions, Counseling		
	M	SD	N	M	SD	N
55	21.9	25.6	17	3.2	3.2	17
63	44.7	7.7	16	89.3	7.7	15
64	86.6	17.8	14	160.5	18.6	13
82	4.9	6.9	22	5.4	14.5	21
117	41.9	14.7	16	56.9	30.0	16
132	13.8	12.1	19	2.3	2.4	19
147	30.1	33.4	18	94.5	68.3	18
148	10.4	9.7	39	8.0	7.8	39
For all schools	26.62	28.4	161	41.5	26.4	158

Table 3

Average Number of Times Alternative School Students Participated in PREP Activities During 1981-82 School Year

Activity	M	SD
Evening Recreation	28.0	21.7
Tutoring	11.1	8.6
Student Council	2.1	4.0
Field Trips	17.3	11.9
Drug Counseling	8.0	8.1
Volunteer Work	10.3	19.3
Parent Visits	4.1	4.6
Practical Curriculum	40.2	26.3
Winter Camp	0	0

Note. Non-randomized returning students are included; N = 46.

Table 4

Average Number of Times Cluster Students Participated in PREP Activities During the 1981-82 School Year

	Evening Recreation			Field Trips			Student Council			Tutoring		
School	M	SD	N	M	SD	N	M	SD	N	M	SD	N
55	0.0	0.0	17	3.1	1.2	18	0.1	0.2	18	0.0	0.0	18
63	53.9	12.5	15	1.4	2.0	17	0.6	2.4	18	24.3	7.7	16
64	82.1	20.0	14	1.0	0.0	14	0.0	0.0	14	102.1	30.2	14
82	1.4	3.6	22	0.2	0.4	22	0.1	0.6	22	0.3	1.1	19
117	a	a	a	1.0	0.0	16	0.1	0.2	17	49.9	16.1	17
132	0.5	0.7	2	2.0	0.0	18	0.2	0.7	19	0.8	0.5	4
147	46.3	27.5	18	0.9	0.3	18	4.4	2.5	18	57.9	45.2	18
148	0.6	0.5	40	0.5	0.8	40	0.1	0.3	40	0.7	0.2	40

[a] Information not available.

Table 5

Illustrative Percentages of Data Available

Measure	Alternative School		Cluster Schools	
	Treatment	Control	Treatment	Control
GPA	61	48	76	71
Withdrawal	100	100	100	100
Absences	90	90	84	78
Negative peer influence	54	38	55	53
Attachment to school	48	28	41	41
Interpersonal competency	39	19	31	29
Self-concept	39	19	25	26
Delinquent behavior	45	19	48	44

Table 6

Treatment-Control Group Comparisons for Project PREP: Overall Project Goals and Objectives

	Alternative School						Cluster Schools					
	Treatment			Control			Treatment			Control		
Measure	M	SD	N	M	SD	N	M	SD	N	M	SD	N
Truancy and dropout												
Withdrawals[a]	.19	.40	31	.05	.22	21	.13**	.34	162	.04	.20	96
Days absent[a]	9.91	13.15	28	11.53	14.98	19	18.40	26.97	137	25.48	34.50	75
Class cutting[b]	.72	1.41	18	1.11	1.05	9	.81*	1.29	107	.45	1.04	60
School cutting[b]	.44*	.92	18	1.33	1.66	9	.50	.99	105	.38	.94	60
Disruptive behavior												
Delinquent behavior	.26	.18	14	.26	.15	4	.17	.21	78	.14	.16	42
Victimization	.25**	.27	15	.02	.05	7	.22	.24	64	.21	.25	39
Suspensions												
Project records	--	--	--	--	--	--	2.40	5.22	15	3.12	7.36	8
Self-reported	.47	.52	15	.50	.55	6	.38	.49	60	.30	.46	37
Other objectives												
Parental emph. educ.	.54	.30	13	.42	.34	6	.63	.29	54	.64	.24	32
Negative peer infl.	.43*	.22	17	.25	.25	8	.28*	.21	89	.22	.14	51
Involvement	.24	.18	17	.23	.23	9	.25	.19	87	.24	.21	51
Self-concept	.67	.15	12	.69	.22	4	.66	.16	40	.67	.18	25
Interpersonal competency	.63	.30	12	.85	.19	4	.76	.20	50	.70	.26	28
Attachment to school	.73	.20	15	.75	.18	6	.55	.28	67	.62	.26	39
GPA[a]	66.08	16.08	19	56.58	21.96	10	65.93	14.11	124	72.59	43.95	68
Grades[b]	2.44	1.15	18	2.00	.92	8	2.39	1.07	102	2.43	.84	58
Reading ability[b]	1.69	.79	16	1.75	1.04	8	1.41	.78	94	1.50	.91	54

[a] Based on school or project records.

[b] Based on SAES student questionnaire.

* $p < .10$
** $p < .05$

Table 7

Treatment-Control Group Comparisons for Project PREP: Objectives Specific to the Alternative School

Measure	Alternative School			Control		
	M	SD	N	M	SD	N
Increase successful transition to high school or career						
Worked for pay last week	.59	.51	17	.50	.53	8
Hold full/part-time job	.18	.53	17	.25	.46	17
Educational expectation	3.53	1.50	17	3.33	1.87	9
Practical knowledge	1.21	.34	11	1.34	.48	5
Increase belief in conventional rules						
Belief scale	.59	.26	11	.70	.22	5

Note. No significant differences between treatment and control group were found on any measures summarized in this table.

Table 8
Responses on Project PREP'S Parent Questionnaire Administered in Winter 1981 & Spring 1982 for Alternative & Cluster Schools

Item	Alternative School		Cluster School	
	Winter 1981 % responding favorably[a]	Spring 1982 % responding favorably[b]	Winter 1981 % responding favorably[c]	Spring 1982 % responding favorably[d]
Attended one or more parent association meetings	24%	67%	44%	72%
Aware of reading and math clinic	53	100	59	82
Aware of rec. centers	47	100	29	78
Aware of night centers	29	100	21	58
Aware of community agencies	18	33	15	53
Visited school one or more times	65	67	71	88
Helped child with homework once/week or more	47	67	76	62
School meets child's needs	76	100	78	82
Positive change in child's behavior	71	100	62	88
Positive change in child's attitude	65	100	53	90
Positive change in child's school atten.	71	100	60	82
Wants child to continue in PREP	76	100	75	93
Response rate:	39%	32%	44%	39%

Note: Respondents were parents who had children participating in Project PREP.

[a] N=17.
[b] N=12.
[c] N=68.
[d] N=60.

The Jazzmobile Alternative Arts Education Project

D. E. Rickert, Jr.

The Jazzmobile Alternative Arts Education Project's aim was to utilize the arts as a medium through which juveniles can constructively channel their energies. The project was intended for juveniles in sixth, seventh, and eighth grades who showed disruptive behavior, who were chronic absentees and truants, or who experienced academic failure.

Problems, Goals and Theoretical Rationale

Problems

The project's grant proposal cited community crime and delinquency, as well as high rates of school suspensions, truancy and dropping out as problems on which the project would focus. In its proposed work plans the following problems were to be addressed:

1. Youth hanging out on the streets and being involved with what project staff called "street activity." Students who hang out on the streets rather than go to school were seen as more likely to get into trouble with the law.

2. Youth not having the opportunity to live up to their full potential to be successful in life.

3. Lack of parental awareness of their children's school-related activities and lack of involvement in these activities.

4. Truancy and chronic absenteeism.

Goals

The project's goals were, therefore, to reduce truancy and chronic absenteeism, reduce youth involvement in "street activity," increase parental awareness and involvement, and increase positive utilization of students' potential. Table 1 summarizes these goals and indicates how the first goal was measured. Measures of the other goals were not identified.

Theory and Objectives

The theory of action in the project's Program Development Evaluation (PDE) worksheets is less far-reaching than that elaborated in the original grant proposal and in early meetings between project and evaluation staff. The theory appearing in the Program Development worksheets appears to have been a compromise resulting from staff discussion subsequent to the first meeting between project staff and evaluation staff. Several staff members mentioned that such revision took place because some of the wording of the original theory sounded belligerent. For instance, the theory originally contained a statement to the effect that the school systems were designed for middle-class white youths and that the potential of minority children is not being realized because parents do not use their power to change the school system. Key staff made it clear on several occasions that the "official" action theory (i.e., the one elaborated in the PDE plan) was not theirs nor were they free to revise or elaborate on it.

The grant proposal described a comprehensive ecological theoretical pespective. It stated that economic impoverishment impinges on the families of many youths in Central Harlem. Unemployment, poor housing, community crime, health problems associated with poverty, and poor schools contribute to school failure. Dropout and subsequent unemployment can then introduce a host of other problems--namely crime, drug abuse, and alcoholism.

Figure 1 illustrates my interpretation of the relation between (a) the theory described in the grant proposal, (b) the theory as laid out in the project's PDE worksheets, and (c) ideas discussed informally by project managers and staff. Elements enclosed in boxes are those included in the PDE worksheet. The central element is untapped youth potential. As Figure 1 shows, youth potential may not be realized for various reasons. But if it is not, students become bored with traditional schooling. This leads to school failure, which leads to frustration. Frustrated students are more likely to be chronically absent from school and hang out on the streets. This leads to delinquency.

Figure 2 is an abbreviation of Figure 1 that illustrates the goals and objectives of the project as laid out in the PDE worksheet. The elements enclosed in boxes were considered goals by the project. That is, they were regarded as valuable in their own right, and are not simply instrumental objectives.

Objectives

Table 2 shows the ojectives (i.e., intermediary outcomes) identified by project personnel and the corresponding measures. As was the case with goals, many of the project's objectives were not measured despite some initial plans to provide these measures.

Interventions Intended

The art classes. The primary intervention planned was the Jazzmobile Art classes. Most students in the program were to attend daily classes in either drama, music, dance or visual arts during the regular school day. In the intermediate school, six artist-instructors were to teach four classes daily. An After School/Summer program was planned to serve 60 intermediate school students, who, for one reason or another, could not attend classes during the regular school day. The design of the Jazzmobile Alternative Education Arts classes was consistent with Jazzmobile's theory of delinquency prevention: Attachment between students and artist-instructors would be fostered by small class sizes (e.g. less than 10 students per class) and warm, caring artist-instructors who could relate to the students, especially in terms of cultural experiences. The artist-instructors were to serve as conventional role models to the students.

The artist-instructors were to make an effort to provide new experiences daily for students and encourage creative expression to keep students excited and stimulated. Black cultural history was to be incorporated into classes as seemed appropriate to the individual artist-instructors. Performances and shows were seen by Jazzmobile staff as alternative rewards (to grades) to help make school a more desirable place for students. Other alternative rewards planned were Jazzmobile tee-shirts, certificates of participation, and art-related field trips.

Perhaps most importantly, artist-instructors were to increase the extent to which students value education by teaching discipline through the arts. Jazzmobile staff maintain that art requires a disciplined process that is transferable to academic matters.

According to the original plan artist-instructors were to enhance the school staff's approaches to teaching. Conversations with Jazzmobile staff members imply that intuition was to play a large part in this enhancement effort and its assessment.

Curriculum Guides

Jazzmobile intended to develop a curriculum guide for each of the four areas for which there was a Jazzmobile class: drama, music, dance, and visual arts. These guides were intended to assist the Jazzmobile artist-instructors in providing an artistic experience for students within the traditional academic learning process. Specifically, the guides used the specific art form which each guide deals with as a vehicle for teaching selected content area, skills in language arts, social studies, science and math.

It is not clear what objectives in the Program Development Plan the curriculum guides sought to achieve, but presumably these guides would, through a "trickle-down" effect, raise students' self-esteem and interest in academic subjects.

Counseling

A Jazzmobile counselor was assigned to the intermediate school. This counselor's mission was to counsel students regarding careers in the arts and to intervene when behavior problems arose. The counselor was also to act as a resource consultant and take students on field trips. The objectives of these activities were to increase youth's career awareness, primarily in the area of art, secondarily in other areas, and to reduce youths' sense of hopelessness.

Parent Component

The parent component was intended to promote increased attachment between parents and their children through their involvement in educational activities. Home visits by a Field Worker, and parent workshops given by the staffs of the project, the school, and the police precinct were to be included in this component.

Project Environment

Implementing Organization

Jazzmobile began in 1965 as a non-profit organization giving free musical performances, principally of jazz.

Dr. William Taylor, better known as "Billy" Taylor, the jazz pianist, was a leader in the formation of the Harlem Cultural Council, which obtained an initial $10,000 grant from Ballantine Beer to put on free concerts in Harlem. Jazzmobile was incorporated in 1966. Over the years, Jazzmobile has become increasingly involved in music and cultural education. The other fine arts (drama, dance, and visual arts) are now included under Jazzmobile's purview.

The overarching mission of Jazzmobile is the preservation and propagation of Jazz. This involves presenting free musical performances to the community, particularly areas deemed to be culturally deprived.

Secondary aims are the following: (a) to stimulate residents, especially youth, into a more active participation in musical performances; (b) to demonstrate to students the importance of communication and cooperation through the arts; (c) to bring students into personal contact with artists they can relate to and emulate; and (d) to provide for students a "built-in success factor," whereby through the arts youngsters can experience success, develop their talents, channel their energies, acquire self-discipline, develop good study habits, and develop respect for their school as a vital part of their community.

Internal Organization

The Jazzmobile Alternative Education Arts Program was one of several activities with which Jazzmobile, Inc. was involved, but during its operation was a substantial source of income for the umbrella agency.

Figure 3 describes the organizational structure of Jazzmobile. Presiding over all Jazzmobile, Inc. affairs is a volunteer Board of Directors. An Executive Director (ED) has sole responsibility for the operation and fiscal management of all Jazzmobile activities, including the Alternative Education Arts Program. The ED consulted with an advisory committee for the Alternative Education Arts Program, which held monthly meetings.

Jazzmobile's Development Officer (DO) is directly under the Executive Director (ED) in the organizational structure. The DO authored the alternative education project's grant proposal, and served under the the ED as "Education Specialist" on the project. The latter involved consulting as needed with the ED on "educational matters."

Also officially directly under the ED were the Project Director (PD) and Evaluation Coordinator (EC). Informally, they appear to have received ongoing supervision by the DO. In practice, there appears to have been some ambiguity about how much authority the Project Director and Evaluation Coordinator had to make decisions without the ED's approval. This arrangement may have caused difficulty in executing evaluation-related activities because of ambiguity about appropriate channels for organizing the work. The official organization chart shows no direct link between the PD and the EC.

Directly under the Project Director were the project's Guidance Counselor, Curriculum Coordinator, Field Worker, and the Artist-Instructors.

The Interorganizational Environment

Jazzmobile, Inc., is well known, locally and nationally, and has informal links with other organizations, especially arts organizations in the Harlem community. These linkages include those with the local police precinct (i.e., Precinct 28), the Upper West Side Health Center, local banks, the Harlem Urban Development Corporation, the Goddard Community Center, the Dance Theatre of Harlem, Harlem Cultural Council, Upton Chamber of Commerce, Children's Art Council, and Studio Museum of Harlem. Representatives of some of these organizations serve on either the Jazzmobile Board of Directors or served on the Alternative Education Arts Program Advisory Committee. Jazzmobile's President was a Council Member of the National Council for the Arts, a Presidential appointment. He was also President of the Arts and Business Council of New York City. The membership of this organization includes representatives of 60 national and multi-national corporations (e.g., Exxon, AT&T, Mobil) and 60 arts organizations. Jazzmobile also has longstanding links with the Community School Board in the target school district. These links have been an asset in Jazzmobile's previous arts and cultural projects.

With regard to the Alternative Education Arts Program, and the evaluation of the program, two critical links were weak: (a) that with the principal of the project's primary target school, and (b) links with parents and other residents in the area of the school.

Staffing and Resources

The Jazzmobile Alternative Education Arts project consisted of the following staff positions:

Executive Director/Project Manager
Project Director
9 Artist-Instructors -- School Day Component
4 Artist-Instructors - After-School/Saturday and Summer Components
1 Evaluation Coordinator
1 Guidance Counselor
1 Field Worker
1 Curriculum Coordinator
1 Clerk-Typist
1 Accountant
1 Secretary
1 Audiovisual Production Specialist

Job descriptions of the above staff were provided by the project and are included in Appendix A. Table 3 summarizes project staffing by primary work location and educational background. As of June 1979, 15.11 full-time equivalent (FTE) workers were employed by the project. Of this, 7.00 FTE workers were primarily stationed at the Jazzmobile office and 8.11 FTE workers were primarily stationed in the schools. Of the 35 people ever employed by the project, 11 (31%) had left the project's staff by June 1982.

The Community

The community targeted for services by the Jazzmobile Alternative Education Arts Program is called Central Harlem. The population of Central Harlem is almost entirely black. Reportedly, the unemployment rate for black youths in Central Harlem is about 60%, while it is 18% for adults (over 21). The income level in Harlem is low: 1979 statistics indicate that 50% of families were earning less than $5,000 (grant proposal, p. 13) and a large percentage of Harlem residents receive some type of public assistance (e.g., welfare).

Local health care facilities are described as inadequate. Infant mortality is high. The housing stock is reportedly declining by 3000 units per year due to arson and abandonment (New York Times, 1978). The specific target area as described by Jazzmobile staff is even worse than Central Harlem at large. Crime and delinquency rates are among the highest in New York City. Police data indicate that the precinct within which the project operates ranked 11th out of 73 precincts for detention and arrests of youth between the ages of 7 and 20.

The Schools

Three schools in the school district were targeted by the Alternative Education Arts Program: An intermediate school and two elementary schools. The intermediate school was the primary target, as interventions in the elementary schools were minimal. The elementary schools are two of four feeder schools for the intermediate school. According to Jazzmobile administrators the intermediate school was chosen by the Community School Board because of the serious problems with which it is plagued.

History of the Project

In 1976, Jazzmobile was awarded a grant under the Emergency School Aid Act (ESAA) Title VII to implement an Arts Education Enrichment Program in another school district in East Harlem. The intent was to lend support to the district's desegregation plan by attempting to ameliorate the adverse effects of minority group isolation. Jazzmobile received another ESAA grant in 1977 to work in Community School District 3 (Upper West Side) and 4 (East Harlem), Manhattan. The organization received still another ESAA grant in 1978 to continue its activities.

In 1978, Jazzmobile became interested in delinquency prevention and diversion for "first time offenders." It was awarded a grant from the Law Enforcement Assistance Administration (LEAA) to initiate a prevention and diversion program in an elementary school in the district where this project now operates. The project conducted during the 1978-79 school year was called Young Citizens of Harlem Art Program, or CHAP. There were four basic intervention components: An in-school arts education enrichment program, an after-school and Saturday program for first-time offenders, workshops for parents, and a summer program. Students from grades 3 to 6 participated. Like the Alternative Education Arts program, major emphasis was placed on helping children to "experience success by channeling their talents and energies into the arts" (Justice Assistance News, April 1980). Police Precinct 28 participated by assisting in conducting arts workshops and exhibiting students' art work in the police station. Students gave performances and displayed art work at hopsitals and churches.

An evaluation of Project CHAP reported a reduction in drug-related problems and absenteeism, and parents reportedly became highly involved in the program (Justice Assistance News, April 1980).

Planning for the Alternative Education Arts Program began in early March, 1980. A meeting was held on March 3, in which Advisory Committee members from the Community School District, key personnel from the School District, police, and community representatives met with Jazzmobile staff. On March 29th, an abstract of the proposed program by Jazzmobile was submitted for review, discussion, and approval by members of the Community School Board, District administrators, and community and business leaders. The proposal was approved. The target schools were apparently decided upon at the first planning meeting.

Between the time the Community School Board approved the program and when the program began operation, there was an election and the Board composition changed. The new Board fired the Superintendent and installed an acting Superintendent. The acting superintendent did not achieve permanent status until February, 1982.

The principals of the target schools were apparently told that the Alternative Education Arts Program would operate in their schools at the beginning of the 1980-81 school year. The principal of the intermediate school was reported to have resented the imposition of the program. As a result, the principal merely tolerated the Jazzmobile project in her school. The evaluation of the project fared worse, as the principal was opposed to it. The basic issue seems to have been a complete lack of trust in evaluators who are "outsiders." For a period of time, this distrust extended to even the Evaluation Coordinator, a Jazzmobile employee.

The principal's distrust may have been fostered by accounts of the evaluation of the earlier CHAP project. An article about CHAP appeared in the Justice Assistance News (April, 1980). It was entitled "Jazzmobile: A Ray of Hope in the Crime-Ridden Streets of Central Harlem." The first sentence of the article read: "The deck is stacked againt the kids who attend New York's Public School 113." In the body of the article Jazzmobile was described as about the only positive thing that children in the school had going for them. This was seen as a personal affront to the principal of the school as well as being insensitive to the positive aspects of Central Harlem.

Because the Community School Board in power when Jazzmobile began operation was not the same one that helped design the program, there was little support from Board members in overcoming the obstacles that the principal presented.

What Was Implemented?

The First Year

Basically, we know little about what was implemented by Jazzmobile during its first year. We do know that classes were held, and that artist-instructors were present in the school. Access to all data was denied by the school. We were advised not to visit the intermediate school during the project's first year of operation, and little monitoring of the implementation of the project's activities was possible.

During the first year of operation the Jazzmobile project faced numberous obstacles to implementing its program in the primary target site. Many of these problems seem to have arisen from Jazzmobile's own poor relationship with the principal. These problems were probably aggravated by attempts to evaluate the program.

Jazzmobile had problems with scheduling and even finding rooms to conduct classes. Also the underqualification of some of the Jazzmobile staff fostered resentment of them by regular teaching staff.

The Jazzmobile counselor employed during the first year was unable to establish cooperative arrangements with the regular school guidance counselor and was denied access to students' school records due to a lack of proper credentials. During the second year she was replaced by another counselor.

The Jazzmobile field worker had problems getting the cooperation of parents to participate in project activities. This lack of cooperation may have been related to attempts to evaluate the project. The PTA president opposed an outside evaluation and may have generated some distrust of the project by parents.

Despite the foregoing problems, the project was able to implement its program in some fashion: classes were held, some field trips were carried out, and some performances took place.

The Second Year

By the beginning of the second year agreement was reached between the evaluators and key project staff that they would make a serious effort to document plans to overcome obstacles in their forcefield and document implementation through the Program Development worksheets.

This agreement was made during a conference in August, 1981.

In conversations with Jazzmobile staff members, it became apparent that intuition rather than data was to be the technique for measuring the degree of implementation. We do not know whether artist-instructors were "warm and caring," how rewarding the art shows and field trips were, or to what extent artist-instructors worked with staff teachers to enhance their approaches to teaching. Project personnel resisted the quantification of these implementation standards.

Shortly after the August, 1981, conference, the project director resigned. The Development Officer of Jazzmobile stated that this had little impact on the program, as she was quickly replaced by a project director who was a social worker rather than an artist.

Training of Artist-Instructors

A problem during the first year of program operation was that Jazzmobile management had little knowledge of what the artist-instructors were actually doing in their classes and why. It became apparent at the end of the year that some of the artist instructors were not doing a good job. Also, many of the instructors were apparently not aware that they were employed by a demonstration project whose primary purpose was to prevent delinquency.

To ameliorate these problems, more attention was given to staff training during the second year. Training began with a formal orientation week in September, 1981. Noel Day of Polaris Research and Development (the technical assistance contractor) participated in this orientation. Areas covered were the following: (a) Personnel matters (sick days, vacation, etc.), (b) system change strategies, (c) rationale of data collection, (d) the national scope and demonstration nature of the "Delinquency Prevention Through Alternative Education" initiative, (e) the Program Development Evaluation process and (f) long and short range goals of the project weekly unit plans.

For the second year, a requirement was implemented that artist-instructors submit "unit plans" on a regular basis. These plans were supposed to describe what artist-instructors planned to do and why. They were intended for quality control or monitoring purposes.

After the initial orientation, artist-instructors in the day program were required to attend weekly staff meetings with the Project Director, during which additional training took place. Topics covered throughout the year included: weekly unit plans, guidance concerns, special events scheduling and planning (e.g. art shows, field trips, etc.), curriculum, student council activities, protocol for interaction with parents, protocol for interaction and sharing ideas with regular staff teachers, and student placement concerns (in secondary schools).

When the after school and Saturday program started in November, 1981, the participating artist-instructors met twice weekly with the Project Director. Training focused on adolescent development, behavior modification techniques, special needs of gifted and talented students and referral of students for special high school placements.

Diplomacy: Meetings with Key Actors in the Forcefield

During the first year, many problems arose that strained relations between Jazzmobile and the administrators of the target schools, particularly the intermediate school. During the second year, Jazzmobile made some effort to anticipate problems before they occurred and to approach key actors in order to overcome obstacles. Many meetings occurred during the 1981-82 school year, but the following appear to have been most significant:

- Late August, 1981: The Executive Director and Evaluation Coordinator met with Dr. Jerry Evans, President of the Community School Board - District 3. The meeting concerned matters affecting implementation of the second year program. As a result of this meeting, the Community School Board assigned a staff member to act as liaison between Jazzmobile and itself.

- Sept., 1981: The Jazzmobile Evaluation Coordinator met with the principal of the intermediate school in an attempt to make peace, so that constructive conversation regarding the evaluation could take place. Reports indicate that the meeting was cordial, but it did not lead to data being released for evaluation purposes. A decision was made by Jazzmobile to wait until the principal retired in November, 1981 before data collection would be attempted. (The principal did not actually retire until February, 1982).

- September 17, 1981: Jazzmobile Evaluation Coordinator (as acting project director), the Jazzmobile Curriculum Coordinator and the newly assigned Community School District 3 liaison met with the assistant principal at the intermediate school to schedule Jazzmobile classes into the school curriculum.

- Early November, 1981: The newly hired Jazzmobile Counselor held an initial meeting with the school staff counselor to introduce himself and explain his role in the Jazzmobile program. Reportedly, the new counselor was able to strike a working relationship with the school counselor and they held regular meetings thereafter. Unlike the previous Jazzmobile Counselor, the new counselor was granted access to student files.

- December 2, 1981: Jazzmobile Executive Director, Evaluation Coordinator and new Project Director met with the Community School Board to discuss data collection issues. At that meeting, the Board decided (after 1 1/2 years) that Jazzmobile would need affirmative parental permission for collection of data from school records.

- December 18, 1981: Another Community School Board meeting was held so that the public could respond to the data collection issues. At this time the previously passed resolution that Jazzmobile must obtain parental permission was upheld.

- January 31, 1982: Project director met with school personnel to coordinate second semester of the Jazzmobile Alternative Education Arts Program in order to adjust to class shifts as a result of the semester change.

- March 22, 1982: Jazzmobile Executive Director, Project Director and new Evaluation Coordinator met with the Community School Board and school administrators to discuss objections that the school personnel had to the SAES survey. The evaluation staff's principal investigator and another staff member also attended that meeting. The Community School Board decided that the self-report delinquency section of the student survey must be deleted in order for it to be administered.

Public Relations

The Jazzmobile Alternative Education Arts Program suffered from a lack of credibility during its first year. School staff reportedly saw the arts as an unnecessary "frill." The artist instructors did not receive the respect from other teachers they felt they deserved, and this made it harder to do their jobs.

During the second year Jazzmobile devoted many resources to showing that Jazzmobile did provide a worthwhile service and that it knew what it was doing. In the case of the Project Director and Counselor, this involved hiring people with more impressive credentials.

During the second year, a Jazzmobile Alternative Education Arts Program brochure was issued (late November, 1981). The brochure gave a job description of each staff member and listed their career accomplishments. The point was to establish the staff members as trained professional educators. The brochure was distributed widely.

Another activity which Jazzmobile engaged in heavily during the second year was what staff called "creative documentation" of program implementation.

By mid-October, staff had prepared a slide presentation of year one activities for showing at parent meetings and workshops with regular school staff. By the end of November, 1981, a presentation was ready. A video tape of classroom activities was ready by January, 1982. These slide and video presentations were used for training purposes during weekly staff meetings and were shown at parent and teacher workshops.

Jazzmobile also organized an alternative education resource bookcase, published one issue of a newsletter, and helped the intermediate school develop a public relations booklet and a yearbook.

The Art Classes

Most sixth graders at the two elementary schools participated in arts instruction provided by Jazzmobile staff. In the intermediate school, most (except those retained) who participated as 7th graders during the 1980-81 school year were continued in the program as 8th graders. New 7th graders were selected in cooperation with intermediate school staff according to scheduling convenience and perhaps other unknown criteria. Schedules for participating students were completed by mid-September, 1981. Classes began September 24, 1981, at the two elementary schools and September 28, 1981, at the intermediate school. While the semester was in progress 33 students were lost from the program in the intermediate school, owing to a Promotional Gates Program whereby students more than two years behind in reading or math were required to receive remediation.

Six artist-instructors worked in the intermediate school-day program and three artist-instructors in the elementary schools. Students in the elementary schools attended two to three classes weekly. Participating students at the intermediate school attended Jazzmobile classes daily.

During October, 1981, four artist-instructors were hired to teach after-school and Saturday classes. Many of the after-school students were referred by Police precinct 28 or the intermediate school as chronic absentees and "first time offenders." Classes started on November 27, 1981 with 45 students. Classes met two school days a week from 3:15 - 5:00 p.m. and on Saturdays from 9:00 - noon.

By the third quarter of the school year 60 students were in the afternoon and Saturday program. Students in the afternoon and Saturday program were given the opportunity to continue during the summer months (i.e. July 1, 1982-August 27, 1982). Summer classes met daily from 9:00 a.m. - 3:00 p.m. Seven Artist/Instructors served 84 students. Classes were held at one of the primary schools. Eight interns from the New York City Summer Youth Employment division of the Department of Employment helped out. Arrangements were made for students' lunches through the Free Lunch Program.

It is difficult to capture what went on in the Jazzmobile Art classes except to say that the artist-instructors taught arts. It is apparent that much more actually took place but this was of an ad hoc nature and depended greatly on the style of the individual artist-instructor. Several artistic accounts of instructors' style have been provided by the project and are included in Appendix B.

Other Activities

Besides time in Jazzmobile classes, target students participated in a number of out-of-class activities such as field trips, art shows and performances.

Field trips. Attempts to conduct field trips during the first year were ad hoc. Lessons were learned concerning the steps necessary in the planning of field trips: Licensed school staff must be present as chaperones (this requires finding cooperative staff), and parental consent forms are necessary.

A calendar for field trips was put together by the Jazzmobile Counselor for the second year. The counselor also compiled a list of students who would be participating. With this information in hand, the counselor and project director were able to make arrangements with parents and school staff.

Although an explanation of how each field trip fit into individual students' treatment plans was not available to the evaluators, an effort was reportedly made to arrange field trips that were a meaningful supplement to each student's program. For instance, students who were interested in attending city-wide arts high schools made field trips to such places. In all, 31 field trips were conducted, with students going to the museum, library, movies, plays, monuments, and parks.

Films were used during the second year for the purpose of reinforcing concepts covered in Jazzmobile classes. Some of the films dealt with the arts and some with Afro-American history. Eighteen different films about such topics as Paul Robison, the Harlem Globetrotters, Adam Clayton Powell, Roy Wilkens, and sex education) were shown.

Productions and art shows. Students in the Jazzmobile classes were "rewarded" by having the opportunity to display their talents. Toward this end, 10 productions and arts shows were held. Failure to obtain proper permits halted plans for a street festival at which Jazzmobile students were to perform.

Special events. Several special events were carried out as part of the Jazzmobile program. These included performances by the Nanette Beardon Dance Company and a lecture by Jazz musician Jimmy Owens.

Rewards

All Jazzmobile target students received a Jazzmobile tee-shirt and a certificate of participation. Students involved in final productions had cast parties.

A Jazzmobile Youth Council was established at the intermediate school. Meetings of elected officers began in December, 1981, and took place weekly thereafter. One issue of a Newsletter was published by the council in January, 1982. The newsletter covered information about the activities of Jazzmobile participants, as well as articles of interest to the general student body. Seven Jazzmobile participants received scholarships to dance classes at Harlem School of the Arts. Three graduating students from the Intermediate School received the Chancellor Memorial Award, a city-wide recognition for musical proficiency.

Jazzmobile participated in the graduations held at the target intermediate school and two feeder elementary schools. Jazzmobile Special Art Awards were given to a number of graduating students. In addition all students received certificates of merit.

Parent Component/Fieldwork

The Jazzmobile Alternative Education Arts Program emphasized parent involvement in their children's program activities. Many parent workshops were held throughout the second year. In these workshops, parents were told about the art-related activities that their children learned during the day. Video-tape and slide presentations of performances were shown at these meetings. The Jazzmobile Field Worker was active at soliciting parental participation. Flyers were sent home with students, phone calls and home visits were made, and appeals were made to the respective Parent Associations. On one occasion a health fair was held to attract the attention of parents. Also, in October, 1981, Jazzmobile staff held evening hours during "Open-School Week" at all three schools so that parents who could not attend workshops could at least meet the artist-instructors. Narratives about the progress of the program were mailed to parents in December, 1981.

A total of 74 parent workshops were held between September, 1981, and June, 1982. Each workshop had between 30 and 35 participants. All told, over 105 parents were considered regular participants. Some parents were enlisted to help carry out some of the productions put on by Jazzmobile.

Counseling Component

The Jazzmobile management hired an experienced and properly credentialed counselor in October, 1981. The new counselor was better able to implement the program in the school because he held a degree (i.e. MSW) and credentials that were respected by regular school personnel. He was allowed access to confidential records and was effective in soliciting the cooperation of regular teachers for such things as chaperoning field trips.

Besides counseling students for "behavioral problems" on an "as needed" basis, he engaged some students in career counseling. He orchestrated the previously mentioned field trips to arts-high schools and prepared an arts career directory. The new Jazzmobile Counselor established a referral procedure for one-to-one counseling and organized a case record system. He designed special referral forms and followed a set appointment schedule.

Curriculum Guides

During the life of the Jazzmobile project, two curriculum guides were completed and a third started. The first (drama) was completed at the end of the first year. Little is known about how this guide was actually used except that there was a formal presentation of the guide to school administrators in September and October, 1981. A second (dance) curriculum guide was developed during the second school year in cooperation with the Jazzmobile dance instructors and some regular school teachers. Training workshops for regular school teachers in the use of the dance guide were held in late May, 1982.

Evaluation of the Project

No evaluation design was described in the project's grant proposal. Subsequent interviews with project staff members indicated that they expected a simple pre-post summative evaluation involving readily available aggregate data with no control group. Jazzmobile had been exposed to this type of evaluation in its previous youth programs (e.g., ESAA and Project CHAP). Several Jazzmobile staff members suggested that they would not have accepted the grant had they known of the evaluation requirements.

The rigorous evaluation--not anticipated by Jazzmobile or the school system--created problems for Jazzmobile. The building administrator of the primary target school was vehemently opposed to the proposed evaluation activities, and this may have created difficulties in implementing other aspects of the project. A fair summary of evaluation-related activities is that they were unproductive. The Jazzmobile project is a good example of a project that is not amenable to rigorous evaluation. Jazzmobile staff did not see the value of rigorous evaluation. Evaluators were told time and time again by key staff members that the Jazzmobile project needed a more "creative" evaluation. The fact is, however, that Jazzmobile was funded as a delinquency prevention demonstration project and needed to be evaluated as such, in a rigorous manner. This end was never accomplished. What follows is an account of efforts to evaluate the Jazzmobile project.

The First Year

Because the Jazzmobile project had already begun operation when evaluation efforts began, the evaluation design was a non-equivalent control group comparison (i.e. Jazzmobile target students vs. the rest of the students in the intermediate school). Evaluations of the after-school component and of the program in the elementary schools were never accomplished because problems with the evaluation of the major component--the intermediate school operation--devoured the entire evaluation effort.

Although assignment to Jazzmobile classes for the 1980-81 school year was not random, the assignment was fairly haphazard, based on scheduling convenience. On all variables for which data were provided, the treatment and non-equivalent control group look similar. Differences between groups on age, sex and race are non-significant. Nevertheless, any attempt to interpret first year results must be done with caution due to potential bias of an unknown nature owing to the following: (a) only students for whom parental permission was obtained were allowed to be surveyed, (b) the difference in non-response rate to items on the survey between treatment and non-equivalent controls was highly significant ($p<.001$). Non-response to questionnaire items was far greater for Jazzmobile treatment students than for non-equivalent control students.

The only data available for the first year cohort are survey measures--no data from records were ever released to the evaluators.

Treatment-control differences on all measured outcome variables were non-significant, suggesting that the program made little difference for these outcomes. See Table 4.

Year Two

After attempts to create a stronger design for the second year failed, the design again defaulted to a non-equivalent control group comparison. The original assignment to treatment and control conditions was based on scheduling convenience for the school. Entire classes were designated as either Jazzmobile or non-Jazzmobile classes. Then after the school year began, the school received the students' reading (CAT) scores from the previous school year. Those who did not "pass" were reassigned to remediation programs, and they were not allowed to participate in the Jazzmobile classes.

Very late in the school year, the Community School Board decided to release data only for students for whom affirmative parental permission had been obtained. As expected, affirmative permission response rate was low, 64% (116) for Jazzmobile participants, and 39% (67) for non-participants (i.e. non-equivalent controls). The extent of the bias introduced into the evaluation design by the shuffling of students based on CAT test scores and the decision regarding parental permission remains unknown.

The SAES Student Survey, with delinquency items deleted, was administered in May, 1982 to treatment and non-equivalent controls for whom affirmative parental permission had been obtained in the intermediate school. 74% (135) of this select group responded to the survey. The 135 students for whom Student Questionnaire data were available represent 38% of the total sample in the intermediate school (N=351). No attempt was made to survey the 214 seventh graders in the two feeder elementary schools.

After the end of the school year, California Achievement Test scores, attendance and promotion data from records were provided for the treatment and control students for whom affirmative parental permission had been obtained. Data on withdrawals were provided for all students in the intermediate school. Whatever bias was introduced, the treatment and control students allowed to participate looked remarkably similar on background variables. There were no statistically discernable differences between treatment and controls on participation in special education ($t=1.02$, $p<.31$), sex (chi-squared=2.66, dF=1, $p<.10$), self-reported parental emphasis on education ($t=-.13$, $p<.90$), self-reported parental education ($t=-.53$, $p<.59$), and pre-treatment standardized achievement test (CAT) reading ($t=-.68$, $p<.50$) and math ($t=.91$, $p<.37$) scores. There was no significant difference in racial composition between the treatment and non-equivalent control groups ($t=1.42$, $p<.12$). The treatment group did differ from the control group on grade level. The non-equivalent control group was split about equally between 7th and 8th graders. The treatment group was weighted heavily with 8th graders ($t=3.44$, $p<.01$).

Questionnaire measures. The only significant differences found between treatment and non-equivalent control groups were on the measures of Attachment to School and Student Employment. Table 5 shows that the treatment group was more attached to the school than the control group ($<.05$), and members of the control group more often reported holding a regular part-time or full-time job. If the 24 measures reported in Table 5 were independent, one would expect to find one difference at the .05 level by chance alone. Among the non-significant comparisons, the differences between treatment and control groups appear small relative to the standard deviations. No pre-treatment measures usable as covariates for attachment to school were available, so it was impossible to attempt to adjust for potential pre-existing group differences for this outcome. For student employment, grade level was correlated both with treatment status and employment status. Using grade level as a covariate does not alter the statistical conclusion.

Measures from school records. The project provided data on withdrawals from school (for reasons other than transfer) for all students in the sample. Other data (standardized achievement test scores, attendance, and promotion) were provided only for students whose parents consented, and only for students still in school at year's end.

No significant differences were found between treatment and control groups on math or reading achievement, or on school attendance. Furthermore, the differences observed appear small relative to the standard deviations. (See Table 6.)

A larger proportion of treatment than non-equivalent control group students were promoted to the next grade (93% vs. 81%), and this difference was significant at the $p<.05$ level. But the treatment and non-equivalent control groups also differed ($p<.01$) on previous promotion history and the control group contained more special education students. When previous retentions and special education status were used a covariates (to statistically "control" for these pre-existing group differences) no significant effect of treatment or promotions was found ($p=.78$).

Jazzmobile participants were less likely to withdraw from school for reasons other than transfer than were non-equivalent control group students (5% vs 13%). No pre-treatment or other data were available for students who withdrew, making an attempt to apply statistical controls impossible. The observed significant difference therefore may be a treatment effect, or it may reflect pre-existing differences between the two groups. We have no way to disentangle these competing possibilities.

Discussion

Limitations of the Evaluation

This evaluation, which was conducted under difficult circumstances, has some important limitations. In the interest of clarity, the limitations themselves are described here. Later, some of the factors contributing to these limitations will be discussed.

This has been a quasi-experimental evaluation of an intervention which, given the range of interventions possible in schools, was not particularly strong on an a priori basis. The non-equivalent control group design used is imperfect because, despite some evidence that treatment and control students were not grossly different on available measures of student background characteristics, the treatment and control groups may have differed in unknown ways. Furthermore, data were generally available only for students whose parents gave affirmative consent for the release of data, and response rates to the surveys were not perfect. And, most information about student outcomes was available only for students who did not withdraw during the school year (the exceptions is student withdrawal, which was available for all students). These limitations made statistical controls for pre-existing differences difficult or impossible to apply. Biases of an unknown nature may influence the pattern of results. Finally, no direct measures of delinquent behavior (the primary outcome of interest to the project's sponsors) was available in the second year of project operation.

Despite these limitations, it is possible to say with considerable assurance that if the project had any sizable effects on any of the outcomes studied, such affects would be detectable with the design used. This is so primarily because little difference was found between treatment and control students on the background characteristics that were available for study, and because the sample sizes are sufficiently large.

Limitations of the Project

A number of influences in the project's environment created limitations for the implementation and evaluation of the project. On several points the project's analysis of its forcefield appears to have been incomplete, leading to subsequent problems. For example, that Jazzmobile staff working in the school might be considered unqualified due to a lack of conventional educational credentials was not anticipated. The resulting non-acceptance of staff in the school, and the influence that the perception of non-acceptance had for the day-today work of the artist-instructors and the counselor, was not therefore anticipated.

A second example involves difficulties in implementing the evaluation component. The project tended to focus on the immediate obstacle of the intermediate school principal's reluctance to participate in the evaluation, and planned to move ahead with data collection after the principal had retired (an eventuality that was considered imminent). No plans were made for an alternative strategy to obtain data should the principal not retire, nor were strategies developed to move ahead with other aspects of evaluation activities when the initial obstacle was overcome.

The Puzzle of Community Support

Project managers viewed a lack of parental concern with and commitment to education as a problem, as is illustrated by their inclusion of these parental characteristics in their theory statement. Indeed, one component of their intervention was the series of parent workshops described earlier. Yet the community was not successfully mobilized to support the evaluation of the project. This lack of community support for evaluation is illustrated by an important meeting called by the chairman of the school board to discuss evaluation plans with the Jazzmobile and national evaluation staff. This meeting, which was to seek community input for a school board decision about the spring 1982 student survey, was attended by relatively few parents of children in the intermediate school where the survey was to be performed, and was dominated by vocal individuals opposed to the survey. An analysis of the force-field would have suggested the advisability of ensuring that supporters of the Jazzmobile project attend this meeting in large numbers. That meeting led to the school board's censoring self-reported delinquency measures from the survey administration. We are puzzled by the failure of the implementing organization to mobilize sufficient community support for the project and its evaluation to overcome this obstacle, especially when the project appears to have had a reasonably strong program of parent workshops and a full time community field worker.

Principal Support and the Level of Delinquent Behavior

As noted earlier, one potential explanation of the intermediate school principal's resistance to the evaluation activities was the portrait of East Harlem contained in an evaluation report for an earlier Jazzmobile project. That report (as did the Jazzmobile grant proposal for the present project) characterized youth in the community as high in delinquency and from disorganized family and community situations. We are somewhat puzzled by the paradoxical lack of agreement between some common stereotypes of East Harlem and the Jazzmobile grant proposal's description on the one hand, and the level of self-reported delinquency reflected in the 1981 student survey results on the other. The level of self-reported delinquent behavior in our survey was not especially high. Although survey non-response in 1981 was high, implying that substantial biases may exist in the results, the results do not support an impression of an extremely delinquent population in the intermediate school. We see at least two potential explanations for this paradox. First, either response bias or invalid reporting may have produced misleadingly low estimates of delinquent behavior among members of this population. Second, the degree of individual delinquent behavior among the youths of this community may be exaggerated in popular stereotypes of the community. Whichever of these possibilities is nearer the truth, clearly much remains to be learned about the youth of this community. The difficulties of conducting evaluation research in the community pose a challenge for responsible service providers and researchers of the future.

Project Staffing, Personnel Planning, and Management

Several difficulties in project implementation appear to have stemmed from problems of initial project staffing, personnel planning, and personnel management.

Staffing and personnel planning. The success of most human service endeavors depends heavily on the staff involved in the delivery of services. One difficulty in the staffing for this project has already been described: The lack of educational credentials necessary to create an impression of legitimacy in the school. An additional difficulty may have stemmed from a mismatch between the job demands and personal preferences or talents of some staff. The artist-instructors were, we assume, for the most part individuals with interests and competencies in various artistic endeavors. Their experience and interest in the more conventional aspects of their jobs--developing curricula, keeping records, adhering to regular schedules, and so forth--may have been less than was required by the jobs. Our impression is that a more careful analysis of the tasks required by the jobs of project director, instructor, and evaluation coordinator may have suggested the recruitment of a somewhat different mix of staff. This impression receives some support from the unsystematic reports we have received of job dissatisfaction on the part of some staff and from the relatively high turnover among project personnel. Both the project director and evaluation coordinator resigned, and turnover among staff overall exceeded 30%.

Management. Midway through the project, project managers discovered a need for a structure for holding artist-instructors accountable for their activities in the schools. At that point they provided training for staff on the goals of the project, and with the change in project directors they began providing more supervision. This increase in structured expectations, training, and supervision may have come too late in the life of the project.

Effects of the Intervention

Despite the limitations in the evaluation described earlier, some reasonably confident conclusions are possible. The following paragraphs describe our best summative judgment about the effects of the Jazzmobile Alternative Arts project.

Empirical evidence. On the basis of the empirical evidence, the project had little effect on the students exposed to its interventions. Statistically signficant effects favoring treatment students were found on attachment to school (liking for school) and on dropout. The size of these effects were moderate, and confidence in their interpretation as actual effects of the alternative education project is weakened by the quasi-experimental nature of the design and the unavailability sufficient pre-intervention measures for thorough application of appropriate statistical controls. Furthermore, because so many different outcomes were examined, one or more significant results were to be expected by chance alone. The project does not appear, however, to have done harm. The only statistically significant result favoring the control group was on a measure of student employment: More control than treatment students reported full- or part-time employment.

The evaluation design was, despite its limitations, sufficiently strong that had the project produced large positive effects they should have been detected. We find no evidence of such effects in the empirical evidence.

Artistic evaluation. The implementing organization did not anticipate an empirical evaluation of the kind we had hoped would be implemented (and of the kind that eventually was implemented in substantial degree). Indeed, the organization indicated that it had hoped for a more artistic evaluation and that had it known about the kind of empirical evaluation expected it would not have undertaken the project in the first place.[1]

The descriptions of artist-instructor approaches to their work, included in an appendix to this report, are therefore of considerable interest. These descriptions suggest that artist-instructors were sensitive, caring, individuals. We have no way of knowing how accurately these descriptions characterize the workaday activities of these instructors, but we have no reason to doubt that they convey an accurate impression. An interesting implication of these descriptions, combined with the empirical evidence about project effects, is either that (a) artist-instructors implementing the kinds of personal philosophies and approaches described in the appendix is an insufficiently powerful intervention to produce much in the way of measurable changes in student behaviors and attitudes, or (b) these philosophies and approaches were not fully implemented on a day-to-day basis. The empirical evidence does not allow us to chose among these two alternative interpretations.

Conclusion. The alternative arts education intervention as implemented and studied here did not have a major influence on the psychosocial development of youths in the community in which it operated. It may have increased liking for school, prevented some dropout, and decreased student employment, although the evidence is not ironclad that these effects were produced by the intervention. No evidence suggests that this intervention prevented delinquent behavior.

Recommendations for Future Projects

The conduct and evaluation of this project have been instructive, and they suggest the following recommendations for future delinquency prevention projects:

1. Grant awards for demonstration projects should be made only to organizations that understand and agree to fully implement a rigorous evaluation, and where concrete evidence of a commitment of relevant actors in the organization's forcefield to fully cooperate with the evaluation is available.

2. Expectations for evaluation should be made concrete and explicit in advance of requesting applications for grant competitions.

3. Demonstration projects involving only arts education show limited promise for delinquency prevention, and demonstration projects proposing only to implement arts

---

[1] A letter from S. David Bailey (dated 30 April 1983) commenting on a draft of this report is available from Jazzmobile, 159 West 127th Street, New York, NY 10027, or from Lois Hybl, Center for Social Organization of Schools, The Johns Hopkins University, 3505 N. Charles St., Baltimore, MD 21218.

education should be avoided. This does not mean that arts education as part of a more complex and conceptually stronger set of interventions is to be avoided, only that other things being equal a more complex and defensible set of interventions are to be preferred to a replication of projects resembling the one described here.

4. Impressionistic evidence is no substitute to hard-nosed empirical evaluation. The public deserves programs to prevent delinquency which are demonstrably effective, and project sponsors should therefore base decisions about project funding on (a) assessments of evaluatability, and (b) the empirical and theoretical literature on delinquency, rather than upon impressions about what seems appealing.

5. Prevention project implementers should carefully consider (and should be provided with assistance in considering) the potential obstacles to project implementation in the project's environment.

6. Prevention project implementers should carefully consider (and should be provided with assistance in determining) the personnel requirements of their interventions and in selecting and training the requisite personnel.

7. Delinquency prevention projects should initially and continually demonstrate a clear and direct commitment to the prevention of delinquency as a primary goal.

References

In Last Decade, Leaders Say, Harlem's Dreams Have Died. New York Times, March, 1978, pp. 1,13.

Jazzmobile: A Ray of Hope in the Crime-ridden Streets of Central Harlem. Justice Assistance News, 1980, p. 6-7.

Figure 1

The Fully Elaborated Theory, Including Causal Factors Not Addressed by Program

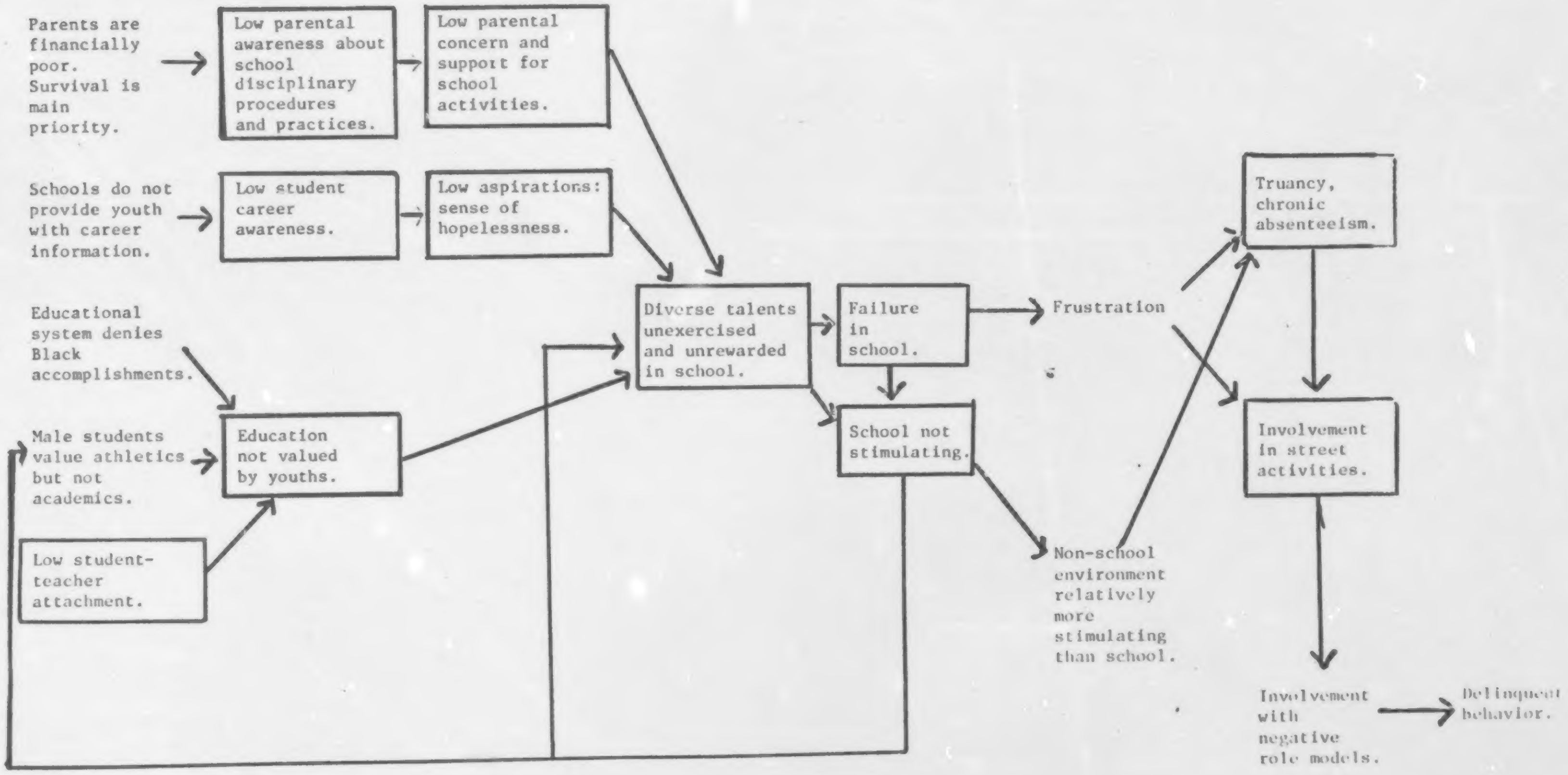

Parents are financially poor. Survival is main priority.
Low parental awareness about school disciplinary procedures and practices.
Low parental concern and support for school activities.
Schools do not provide youth with career information.
Low student career awareness.
Low aspirations: sense of hopelessness.
Educational system denies Black accomplishments.
Male students value athletics but not academics.
Education not valued by youths.
Low student-teacher attachment.
Diverse talents unexercised and unrewarded in school.
Failure in school.
School not stimulating.
Frustration
Non-school environment relatively more stimulating than school.
Truancy, chronic absenteeism.
Involvement in street activities.
Involvement with negative role models.
Delinquent behavior.

Figure 2

Abbreviated Theory Including
Causal Factors the Project Hoped
to Address

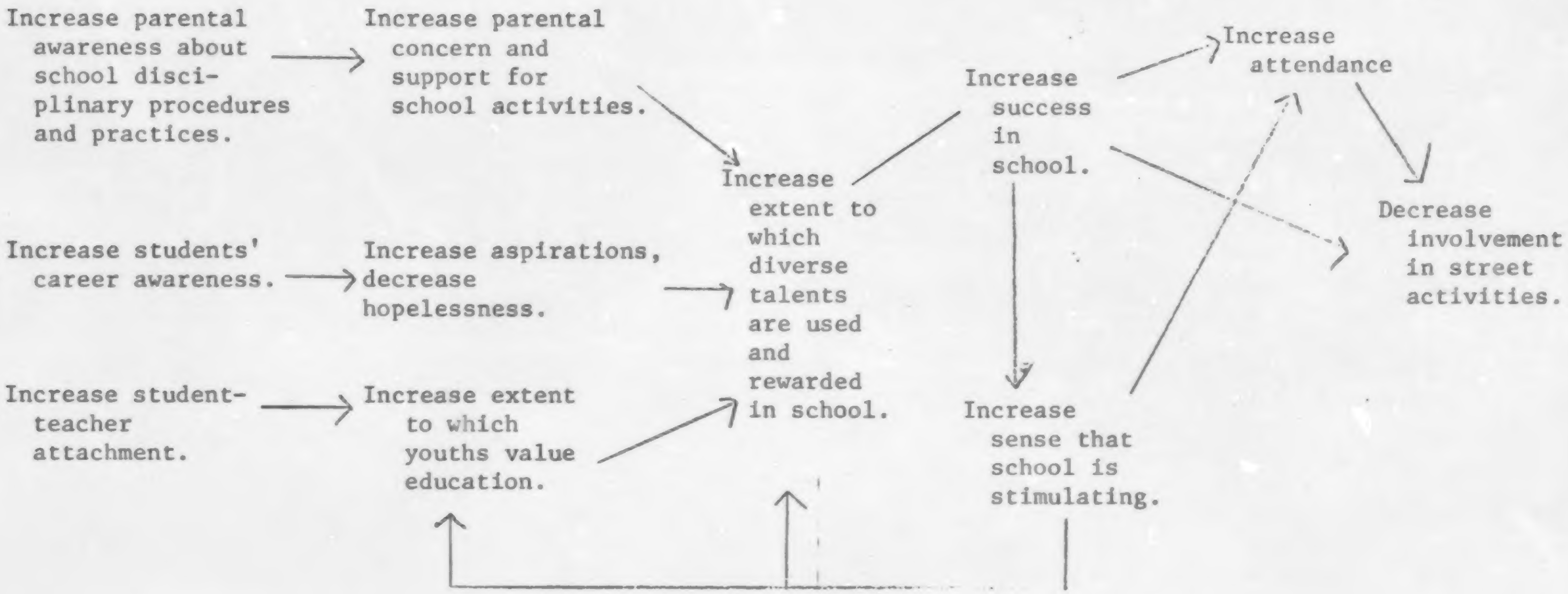
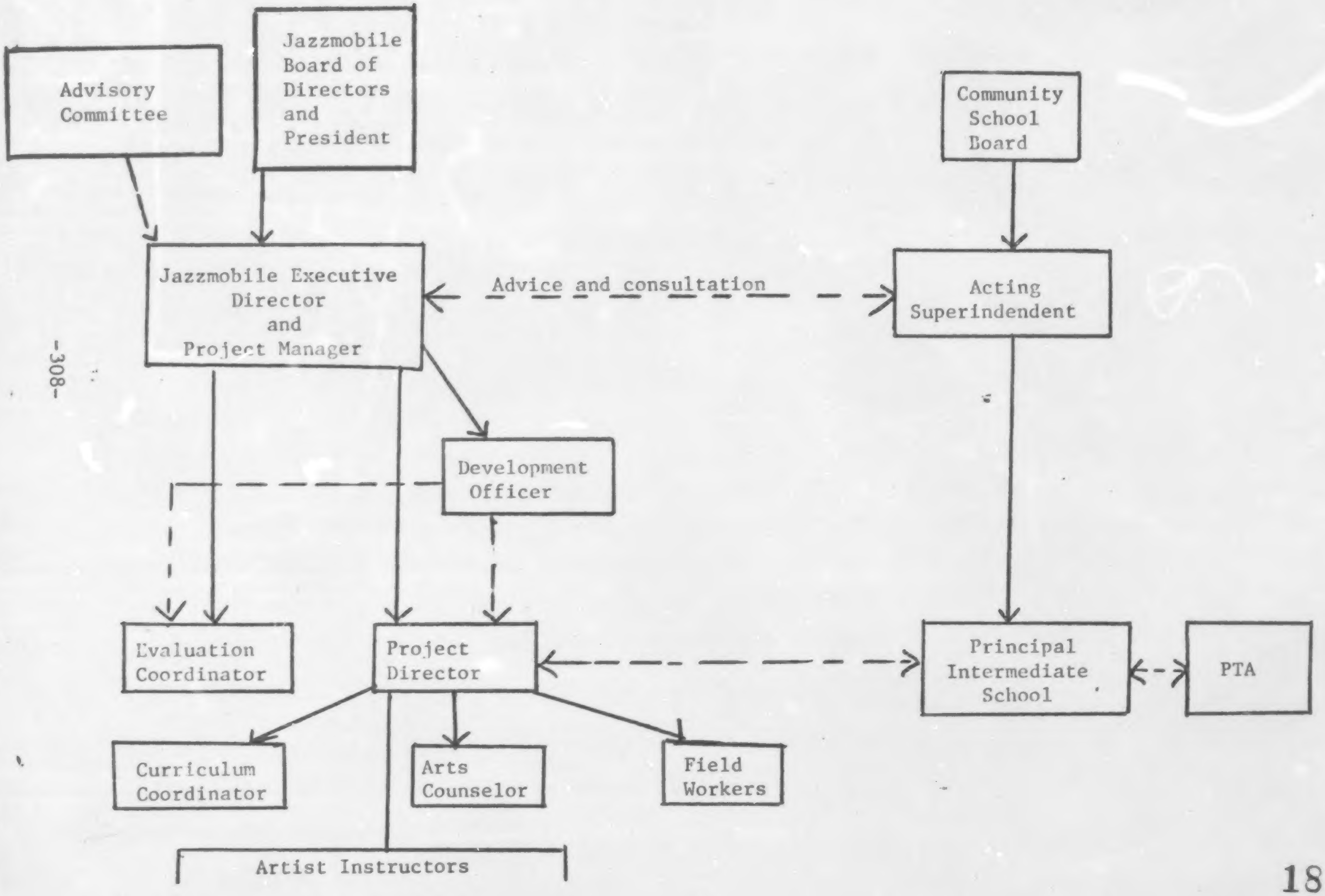

Increase parental awareness about school disciplinary procedures and practices.
Increase parental concern and support for school activities.
Increase students' career awareness.
Increase aspirations, decrease hopelessness.
Increase student-teacher attachment.
Increase extent to which youths value education.
Increase extent to which diverse talents are used and rewarded in school.
Increase success in school.
Increase sense that school is stimulating.
Increase attendance
Decrease involvement in street activities.

Figure 3. Organizational Arrangements
Alternative Arts Education Project



Advisory Committee
Jazzmobile Board of Directors and President
Community School Board
Jazzmobile Executive Director and Project Manager
Advice and consultation
Acting Superindendent
Development Officer
Evaluation Coordinator
Project Director
Principal Intermediate School
PTA
Curriculum Coordinator
Arts Counselor
Field Workers
Artist Instructors

Table 1

Jazzmobile Alternative Arts Projects: Goals and Corresponding Measures for Which Data Were Actually Provided

Goal	Measure
1. Reduce truancy and chronic absenteeism	a. Data on absences provided by the school b. SAES Student Questionnaire Non-attendance Index
2. Reduce youth involvement in "street" activity which promotes delinquent behavior	None
3. Youth potential will be used in a positive way.	None
4. Increased parent awareness and involvement	None

Table 2

Jazzmobile Alternative Arts Project: Objectives (i.e. Intermediary Outcomes) and Corresponding Measures

Objective	Measure
1. Increased student-teacher attachments	Student-teacher Interaction[a]
2. Students will become excited and stimulated by in-school experiences	Attachment to School[a]
3. Increase youths' career awareness, primarily in the area of art, secondarily in other areas.	None
4. Increase students' success in non-academic areas (i.e. the arts)	None
5. Increase parental awareness concerning school policies, procedures and practices with regard to disciplinary actions and school referrals to the juvenile justice system	None
6. Increase parents' concern and support for youths' school activities	Parental Emphasis on Education scale[a]
7. Youths previously unused potentials will be tapped	None
8. Increased youth value of education	Educational aspirations[a]
9. Reduce youths' sense of Alienation[a]	Alienation scale[a]

---

[a] The project personnel did not identify these measures; they seem to us to be relevant and were available through the SAES questionnaire.

Table 3

Educational Background of Jazzmobile
Alternative Arts Education Project
as of June, 1982

Work location and education	FTE	Number	
Jazzmobile office[a]	7.00	9	
M.A.			2
B.A./B.S.			4
A.A.			1
High school			2
Schools	8.11	15	
M.A.			2
B.A./B.S.			4
A.A.			1
High school			8
Total	15.11	24	

Note. Of the 35 people ever employed by the project, 11 (31%) had left the project's staff by June, 1982 (Source: SAES quarterly staffing report).

[a] Includes project manager, project director, curriculum specialist, accountant, audiovisual specialist, field worker, and secretaries.

Table 4

Jazzmobile Alternative Education Arts Project:
Means and Standard Deviations for Spring 1981
Student Survey Outcomes for Students in Treatment
and Non-Equivalent Control Groups

	Group					
	Treatment			Non-equivalent Control		
Variable	M	SD	N	M	SD	N
Attachment to Parents	--[a]	--	--	--[a]	--	--
Negative Peer Influence	-.34	4.40	118	-.35	4.92	77
Attachment to School	-.50	5.88	31	-.47	6.66	39
Negative Belief	2.68	1.32	20	2.05	1.13	34
Interpersonal Competency	4.00	1.29	19	3.99	.90	35
Positive Self-Concept	-.60	4.39	18	.85	5.28	32
Punishment Index	-.75	2.02	43	-.08	2.54	52
Rewards Index	.14	3.69	41	.37	3.07	48
Victimization	.95	1.48	37	.53	.82	50
School Effort	2.05	.76	162	2.00	.73	95
Practical Knowledge	9.17	5.78	20	9.68	5.47	40
Internal-External Control	2.80	.95	20	3.06	.76	35
Alienation	1.24	1.24	22	1.22	1.43	34
Self-Reported Grades	3.01	.83	162	3.11	.79	94
Reading Ability Self-Reported	1.39	.88	145	1.68	.80	78
Satisfaction with School Progress	2.24	.78	167	2.16	.72	95
School Nonattendance Index	1.04	1.65	166	1.11	1.72	88
Rebellious Autonomy	2.05	1.10	20	2.29	.92	36
Involvement	.09	6.58	102	-1.06	5.69	69
Total Delinquency	1.88	2.55	78	1.75	2.54	57
Serious Delinquency	.74	1.49	81	.44	1.33	62
Drug Use	.63	.98	81	.76	1.17	60

Note. None of the outcomes presented above show statistically significant differences between treatment and control students.

[a] The questions comprising this scale did not appear on the Jazzmobile version of the 1981 Student Survey due to objections by the Community School Board.

Table 5

Jazzmobile Alternative Arts Project: Means and Standoard Deviations for Spring, 1982 Student Survey Outcomes for Students in Treatment and Non-Equivalent Control Groups

	Group					
	Treatment			Non-equivalent Controls		
Variable	M	SD	N	M	SD	N
Attachment to Parents	.63	.26	81	.60	.25	42
Negative Peer Influence	.16	.19	75	.16	.15	39
Attachment to School	.81*	.18	72	.72	.23	39
Belief Scale Scored Positively	.71	.22	42	.75	.24	33
Interpersonal Competency	.85	.18	45	.76	.26	32
Positive Self-Concept	.80	.14	46	.80	.18	31
Punishment Index	.20	.22	77	.18	.26	38
Rewards Index	.37	.32	77	.36	.31	38
Victimization	.09	.15	77	.13	.20	38
School Effort	.67	.26	80	.59	.26	38
Practical Knowledge	1.31	.34	38	1.39	.29	30
Internal-External Control	.44	.21	48	.41	.24	31
Alienation	.27	.22	48	.30	.30	33
Self-Reported Grades	3.18	.67	88	3.19	.92	42
Reading Ability, Self Rating	1.56	.66	79	1.74	.92	38
Days of School Cut in 4 Weeks Preceding Survey	.10	.30	89	.21	.68	42
How Often Cut One or More Classes	.39	.73	89	.25	.62	44
Educational Expectation	3.99	1.35	87	3.53	1.80	45
Did You Work for Pay Last Week?	.46	.50	86	.65	.48	40
Regular Part-Time or Full-Time Job?	.11*	.31	84	.30	.56	43
Suspended from School During Term	.16	.37	69	.18	.39	38
School Nonattendance Index	.38	.58	87	.31	.64	42
Rebellious Autonomy	.60	.34	37	.52	.36	30
Involvement	.24	.18	77	.24	.20	37

*Treatment group significantly different from non-equivalent controls ($p<.05$).

Table 6
Jazzmobile Alternative Arts Project: Means and Standard Deviations for 1981-82 Outcomes Measured Using School Records

Outcome variable	Treatment			Non-equivalent controls		
	M	SD	N	M	SD	N
April, 1982, California Achievement Test(CAT) Grade Equivalent Scores:						
Reading	7.69	1.99	105	7.53	2.93	51
Math	7.32	1.55	102	6.88	1.99	48
Number of days absent during the school year[a]	15.11	16.80	106	13.82	18.46	56
Promoted to next grade (1=promoted, 0=not)[b]	.93	.26	111	.81	.40	62
Withdrawal for reasons other than transfer[c]	.05*	.21	195	.13	.34	156

Note. N's vary depending on the availability of data. Data on withdrawals were provided for the entire sample. Parental permission was required for the release of other information to the evaluation. Permission was obtained for a total of 183 students. Attendance, promotion, and test score data were missing for a few of these students.

[a] No data were available for students who withdrew during the school year.

[b] The unadjusted proportion of students promoted was significant at the $p<.05$ level. The treatment and control group also differed at the .01 level on _prior_ promotions. An analysis of covariance, treating prior promotions and special education status as covariates, implies no significant difference ($p=.78$) between treatment and control groups. Because prior promotion data were unavailable for many students, the N's for this analysis were 76 and 18.

[c] No pre-treatment data were available for students who withdrew. Therefore we were unable to perform analyses that control for pretreatment differences.

Appendix A - Job Descriptions Provided by Jazzmobile

Executive Director/Program Manager

Manages program to insure that implementation and prescribed activities are carried out in accordance with specified objectives and in accordance with O.J.J.D.P. guidelines: Plans and develops methods and procedures for implementing program, directs and coordinates program activities, and exercises control over personnel responsible for specific functions or phases of program. Selects personnel according to knowledge and experience in area with which program is concerned, arts education. Confers with staff to explain program and individual responsibilities for functions and phases of program. Directs and coordinates through subordinate managerial personnel, activities concerned with implementation and carrying out objectives of program. Reviews reports and records of activities to insure progress is being accomplished toward specified program objectives and modifies or changes methodology as required to redirect activities and attain objectives. Prepares program reports for the Office of Juvenile Justice and Delinquency Prevention. Controls expenditures in accordance with budget allocations. Meets with the Advisory-Committee and District Representatives. Reports to the President and Board of Directors of Jazzmobile, Inc.

Educational Specialist

No description available.

Project Director

Under the direct supervision of the Program Manager, plans, directs, and coordinates activities of designated project to insure that aims, goals, or objectives specified for project are accomplished in accordance with prescribed priorities, time limitation, and funding conditions: Reviews project proposal or plan to ascertain time frame and funding limitations, and to determine methods and procedures for accomplishment of project and staffing requirements. Establishes work plan and schedules for each phase of project in accordance with time limitations and funding. Confers with staff to outline project plans. Modifies schedules, as required. Prepares project status reports for management. Confers with project personnel to provide technical advice and to assist in solving problems. Oversees daily project operations in all three school sites.

Artist/Instructors

Art. Instructs pupils in art, such as painting, sketching, designing, and sculpturing: Demonstrates method and procedure to pupils. Observes pupils' work to make criticisms and corrections. Directs planning and supervising of student contests and arranging of art exhibits. Conducts workshops for parents regarding the art discipline the student is learning.

Drama. Teaches acting principles and techniques to groups: Conducts readings to evaluate student's talent. Adapts course of study and training methods to meet student's need and ability. Teaches enunciation, diction, voice development, and dialects, using voice exercises, speech drills, explanation, lectures, and improvisation. Discusses and demonstrates vocal and body expression to teach acting styles, character development, and personality projection. Directs plays for school and public performances. Auditions students to select cast and assign parts. Rehearses and drills students to insure they master parts. Assigns nonperforming students to backstage production tasks, such as constructing, painting, moving scenery, operating stage light, and sound equipment. Directs activities of students involved in constructing, painting, and lighting scenery. Teaches elements of stagecraft, stage makeup, costume craft, play writing, and play direction. Conducts workshops for parents of participating students regarding the art discipline the student is learning.

Dance. Instructs pupils in ballet, modern and ethnic forms of dancing: Observes students to determine physical and artistic qualifications and limitations and plans programs to meet students' needs and aspirations. Explains and demonstrates techniques and methods of regulating movements of body to musical or rhythmic accompaniment. Drills pupils in execution of dance steps. Teaches history of dance. Choreographs and directs dance performance. As instructor, conducts workshops for parents of participating students regarding the art discipline the student is learning.

Guitar. Teaches groups guitar in public school: Plans daily classroom work based on teaching outline he/she has prepared for this special program. Evaluates student's interests, aptitudes, temperament, and individual characteristics to determine abilities. Instructs students in music theory, harmony, score and sight reading, composition, music appreciation, and provides group lessons using technical knowledge, aesthetic appreciation, and appropriate teaching techniques. Conducts workshops for parents of participating students regarding the art discipline the student is learning.

Percussion. Teaches groups percussion in public school: Plans daily classroom work based on teaching outline he/she has prepared for this special program. Evaluates student's interests, aptitudes, temperament, and individual characteristics to determine abilities. Instructs students in music theory, harmony, score and sight reading, composition, music appreciation, and provides group lessons using technical knowledge, aesthetic appreciation, and appropriate teaching techniques. Conducts workshops for parents of participating students regarding the art discipline the student is learning.

Evaluation Coordinator

Directs research acitivities concerned with the program: Initiates procedures to determine if program objectives are being met. Provides interpretation of research data gathered. Works as the liaison between the program and the national evaluators concerning the management information system. Provides evaluators with the data as outlined in the evaluation design. Coordinates data collection methods with the project director and school staff.

Counselor

Counsels individuals and provides group educational and vocational guidance services relating to the arts: Collects, organizes, and analyzes information about individuals through records, tests, interviews, and professional sources, to appraise their interests, aptitudes, abilities, and personality characteristics, for vocational and educational planning. Compiles and studies occupational, educational, and economic information to aid counselees in making and carrying out vocational and educational objectives. Refers students to placement service. Assists individuals to understand and overcome social and emotional problems. Assists gifted and talented students with placement into special arts high schools. Provides arts activities and educational opportunities information for parents of the participating students.

Field Worker

Works as the direct liaison between the program and the community. Under the direction of the Project Director organizes and conducts workshops for parents of the participating students regarding the program goals, objectives and their involvement. Also conducts parent workshops in conjunction with the guidance counselor and artist/instructors concerning their subject areas. Assists the Guidance Counselor with disciplinary problems requiring parental involvement.

Curriculum Coordinator

Plans and develops alternative education curriculum materials integrating the arts into basic subject areas for grades 6, 7, and 8: Develops materials for in-service education of teaching personnel. Confers with local school officials to develop curriculum materials. Confers with lay and professional groups to disseminate and receive input on curriculum materials. Conducts conferences designed to promote arts education activities related to core curriculum areas. Conducts research into areas, such as teaching methods and techniques.

Accountant

Manages all fiscal activities for the O.J.J.D.P. program. Applies principles of accounting to devise and implement accounting system. Maintains accounts and records. Performs such bookkeeping activities as recording disbursements, expenses, and tax payments. Prepares quarterly fiscal reports. Prepares cash advancement requests. Prepares weekly payroll. Represents Jazzmobile before government agency upon certification by agency involved.

Audiovisual Production Specialist

Plans and produces audio, visual, and audiovisual material for communication, information, training, and learning purposes: Develops production ideas based on assignment and generates own ideas based on objectives and personal interest. Conducts research or utilizes knowledge and training to determine format, approach, content, level, and media which will be most effective, meet objectives, and remain within budget restrictions. Plans and develops preproduction ideas into outlines and scripts. Locates and secures settings, properties, effects, and other production necessities. Sets up, adjusts and operates equipment, such as cameras, sound mixers, and recorders during production. Conducts training sessions on selection, use, and design of audiovisual materials and operation of presentation equipment.

Secretary

Schedules appointments, gives information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail: Reads and routes incoming mail. Locates and attaches appropriate file to correspondence to be answered by employer. Types routine correspondence. Files correspondence and other records. Answers telephone and gives information to callers or routes call to appropriate official and places out going calls. Schedules appointments for employer. Greets visitors, ascertains nature of business, and conducts visitors to employer or appropriate person. Arranges travel schedule and reservations. Compiles and types statistical reports. Makes copies of correspondence or other printed matter, using copying machine. May prepare outgoing mail, using postage-metering machine. Types all curriculum materials.

Clerk/Typist

Compiles data and operates typewriter in performance of routine clerical duties to maintain evaluation data: Types reports, correspondence, application forms, and data for evaluation. Files records and reports, posts information to records, sorts and distributes mail, answers telephone, and performs similar duties.

Appendix B

The following promotional material, prepared by Jazzmobile staffer William Harris, presents their artist instructors in a positive light. These "artistic evaluations" are interesting and serve to give some of the flavor of the project's activities. We present them without further comment.

Wendell Williams

Wendell Williams, a guitar instructor, relates his first experience of personal counseling of one of his Jazzmobile students. A 7th grade student tentatively indicated that he smoked marijuana. He later confessed that all of the money from his after-school, part-time job was going toward purchasing the drug which he realized had become "a problem." He did not feel that he could talk to his parents about it, and fortunately Mr. Williams was an understanding, but nonjudgmental adult with whom he could discuss his dilemma.

Williams emphasized that although he was sympathetic, concerned and supportive, the solution had to come from the student himself. The student was able to overcome his problem and thanked his instructor for his help and concern. This incident taught Williams the importance of open communication with the members of his class. He instituted loosely scheduled class periods for general discussions of their problems and goals. Sometimes one or more of the students would feel the need for thrashing out problems and would initiate the talk sessions.

"The whole thing is getting them on your side," Williams says. During these sessions, in addition to their problems, he discusses the positives and negatives of the life of an aspiring artist, and also explores career alternatives which most students had little knowledge of.

Earl Stewart

Percussion instructor, Earl Stewart, had his first contact with a neighborhood family when one of their six sons entered his class. Although he was one of Stewart's best students, he was eventually lost to the streets.

The three younger brothers, 12, 10, and 8, all good students, are now taking percussion. Stewart realizes that the street life and the "quick and easy" money are as great a lure to them as it was to their brother. He also realizes that without the positive attraction of Jazzmobile, it is a real possibility that they would already have fallen into "the life."

His method of combating the reality of that negative attraction is to constantly remind them of the alternative. Jazzmobile, he points out, is more than a day camp. To prove his point, he now has them involved in the project to raise money through performances.

Self-discipline is constantly stressed as a necessary ingredient for remaining in his class, and for making positive progress in their own lives.

Stewart has appointed the oldest of the brothers as his drum captain. He has taken the students to the rehearsals of his professional group. Although the final verdict is far from being in, Stewart believes the brothers are beginning to realize that they do not have to resort to the life style of their older sibling.

Elba Muley

Ms. Muley had an art student 12 or 13 years old. She found that he had a history of physical run-ins with his instructors and had spent time in a disciplinary school situation as a result.

His abilities with the visual arts, expressed primarily through wall graffiti,were obvious, but sports and physical aggressiveness held his interest more than art.

Muley developed a project for a few of her students in various classes to create comic books which spoke to the problem of violence, stealing and drugs as they affected the school environment. The student, working independently by his own choice, developed the storyline, characters, dialogue and art work for the book. He worked for many weeks on the project. Though his interest was evident, it was a constant struggle to motivate him on a daily basis.

When the work was nearly completed he found out that others were also involved in similar pursuits. This angered him to the point that he tore up the materials that he had worked so long and hard on. Ms. Muley asked him to leave the class. He did, but returned a few days later. They discussed their misunderstanding both as it related to the nature of the project, and their personal conflict which resulted from that misunderstanding.

With this new understanding the student set about recreating his manuscript. He used his lunch periods and any free time he had to meet the deadline for completing his submission. The student's aunt contacted his instructor to commend her for the marked change evident in his behavior.

The book was finished on time and was one of only three to receive an award in an art competition. He later completed a second book about graffiti.

Miriam Bacote

A girl, who Ms. Bacote soon realized lacked self confidence, entered her dance class. She came as a member of a clique of girls who thought the dance class was to simply involve learning the latest popular steps. When they found what was actually expected of them they withdrew from the class. The girl stayed, but was torn by an on-going conflict between her desire to follow her friends, and her interest in learning to dance.

Ms. Bacote contacted the student's mother in the hope that encouragement from home would help to relieve the girl's anxiety about her choice. Unfortunately, the mother was more concerned with her own street activities and was no help. The student obviously benefited from Bacote's concern, and came to her own understanding of the value of the discipline involved in an endeavor that she loved. She developed to the point that she was featured as the lead dancer in one of the class's performances.

Roberto Reyes

Guitar instructor Roberto Reyes is well aware of the problem of providing technical instruction to students with widely varied levels of aptitude for the instrument. Using a method of initially having them copy the things that he plays, he begins to get a feel for their coordination and ability to memorize, as well as getting them all moving at the same time at their various levels. Step by step encouragement is most important at this stage, giving credit for even the smallest accomplishment. Actual musical notation comes only after everyone has a newly acquired sense of the confidence that they have some facility on the instrument.

Reyes' method of teaching his students to respect their instrument parallels his philosophy of dealing with them as human beings. The period leading to the actual hands-on experience with the guitar is highly structured. The question of who paid for the guitars is discussed. Once it is understood that their parents are, in essence, owners of the instruments, a sense or responsibility and privilege is connected with their use. The students know that any abuse of the instrument means revocation of the privilegeof using it. He emphasizes that he has never lost a guitar through abuse or theft.

Felice Batiste

The image this art instructor tries to project is that he is his students' friend as well as their instructor. In addition to the specific techniques of artistic expression, Mr. Batiste strives to instill in them an appreciation of art and its varied experiences.

He maintains an "open door policy," always providing students with a friendly, impartial ear. He attempts to explain the seemingly unfair contradictions they are faced with. Batiste, who does not insist that his students call him by his surname, says that he does not ever remember having a free lunch period; there always seem to be a number of students who want to talk.

Batiste initially concentrates on classroom assignments which can be completed in one session; both as an alternative to the ongoing pressures of the rest of their school experience, and as an attempt to instill a steadily growing sense of accomplishment and self-confidence.

An example of his one-on-one contact with his students is a situation that occurred in a previous summer's program. Batiste had an introverted, but talented student who should have been graduating but had been left back. She wanted to go to an art school but was intimidated by the art test which was a prerequisite to entrance in the school of her choice. She was discouraged to the point of wanting to quit school. Batiste helped her with the basics of the school test and convinced her of the importance of staying in school. She eventually passed the exam, and is now doing well.

Otro Camino: Second Interim Report

J. St. John

Otro Camino is a community-based program that functions as an extention of the school day. Project staff work cooperatively with local school administrators and faculty to assess student academic needs and schedule program activities. Besides the academic component, the program includes activities aimed at student social development and community participation in services offered.

Interim results suggest that the program may be increasing Otro Camino participants' school grades, performance on standardized tests, and educational expectations. Students' reports of influence in the school and involvement in extracurricular activities may also be increased by the program. Negative findings for Otro Camino's academic service component on arrest and reports of punishing experiences in school are most likely due to selection bias rather than to the program.

Major Program Design Changes

Changes to Community Development Components

Advisory council. Otro Camino had planned to institute an advisory council during the first program year. Although the council was formed, the mission of the organization was not clear, nor was the composition of membership specified. The council met only once that year. In the second year, project managers decided the council should have four committees: (a) educators, (b) community members, (c) students, and (d) an executive committee composed of elected officers from each committee and project management. The educators' committee was to include the three school directors (principals), the district superintendent, each school's faculty liaison to Otro Camino, regional university faculty, and others, up to 11 members. Community members were to be representative of many aspects of community life, including business, social services, police, and parents from several barrios in the la Playa community, with the majority on this 11-person committee being parents. The student committee was to include a representative of each grade level served (7 altogether), the president of the Presidents' Club at Otro Camino, student council representatives from the school, and other students who were interested in being on the council (up to 11 members total).

The council was charged by project managers to (a) assess whether the practices at Otro Camino were educationally sound and work to improve the local schools (educators), (b) assist Otro Camino in meeting the needs of the community (community members), and (c) assess whether or not Otro Camino student activities were adequate and sufficient (students). Their charge went beyond making recommendations and included assistance in implementing recommendations.

The committees met separately, usually on the same evening, and after the separate meetings, the

---

This report supplements an earlier report on this project (St. John, 1982) which should be consulted for an account of the project's first year of operation.

total group met to hear the recommendations of each committee. The council did not begin functioning fully until January and reportedly met two more times that school year.

Project staff reported on the recommendations made by the parents' committee during the year. Committee members were discouraged by the low turnout for their meetings and suggested that Otro Camino sponsor special community events to gain more visibility in the grass-roots community. They suggested that students nominate their mothers for receipt of the "Mother of la Playa Award" that would be given by Otro Camino. All nominees would be notified and invited to the awards ceremony at Otro Camino and thereby gain more information about the program and their children's participation. Otro Camino staff and students implemented this recommendation in the spring. The community committee recommendation resulted in the staff and students sponsoring several other special community events as well. Otro Camino sponsored observations of International Women's Week, Holy Week, and Library Week, and hosted numerous celebrations of student participant achievements.

School faculty support. SAES Spring 1981 student questionnaire responses indicated that students at all three schools were reporting low self-concepts and that their ability to interact with others was low (two schools were below the fifteenth percentile on both measures and the other school was below the thirtieth percentile on the SAES Self-Concept and Interpersonal Competency measures). Otro Camino managers had designed their program to help students with their self-esteem and interactive skills. They predicted that as students improved in these areas they would feel more comfortable in the school and become more attached to school. But they regarded current teaching practices at the schools as an obstacle to their effectiveness. They hypothesized that attachment to school would increase only if teaching practices in the regular school improved. Furthermore, they thought that perceptions of the regular school might even worsen for students who participated in Otro Camino activities. The program managers decided to institute teacher training courses for the target schools' faculties in hopes that some teaching methods would change.

School administrators agreed to turn over three half-day in-service training sessions each semester to Otro Camino personnel. Otro Camino offered workshops at two in-service sessions in the fall semester, but later abandoned the practice. They felt that the competition between the school organizations and Otro Camino was being heightened by their efforts, and that the competition was hindering program operations.

In the second semester, managers attempted to implement regular Otro Camino staff follow-up of participants by contacting school faculty. This was to serve the purpose of letting teachers know that goals regarding students were shared, and that Otro Camino's purpose was to support the efforts of the schools despite their different methods. However, very little contact between Otro Camino staff and school faculty actually occurred. Otro Camino managers reported that their efforts were often thwarted because school faculty schedules did not allow time to meet.

Parent involvement. Project staff planned to involve many parents in the services offered to students. Early attempts to solicit parent volunteers to assist with the student service component met with only limited success. Other strategies were developed to foster parent support of students. A staff committee went to the advisory council and asked for suggestions on workshop topics that staff could take to parents at community centers, recreation fields, government housing project community halls, and the like. A schedule set the beginning of the workshops in the second semester of the 82-83 school year. Staff planned for the public relations club to help with publicity by broadcasting workshop times and places by loud speakers from cars. The staff audiovisual specialist was to arrange for electrical power at outdoor sites so that slides, video tapes, and movies could be part of all workshops. At each workshop, staff planned to survey parents to find out what kind of education topics they would like to have other workshops on, and these topics would be added to the list for other times. This strategy was thought to be responsive to the perceived needs of parents. Implementation data for the 1982-83 year will show whether or not the strategy was successful at increasing parental participation.

Changes to Student Services Components

Academic assistance at Otro Camino. Academic assistance has been a major component of Otro Camino since its inception. In the first year the component took the form of individual tutoring in subject areas in which students reported having difficulty. This approach was used because the program was a drop-in center and students attended when they had time. In summer, 1981, students participated for the full day. To accommodate the schedule change, the project adopted a small group instruction model. Project staff and managers believed this model was effective and implemented small group instruction for the 81-82 school year on a semester basis. Project managers believed that the small group instruction approach would make it possible to serve larger numbers of students.

Three distinctly different kinds of academic assistance were offered using the small group approach. During the first semester, groups were involved in creative learning activities to reinforce specific academic skills. These activities were intended to be fun. For instance, some students who reported they needed help with Spanish reading skills selected placement in a group that read and discussed the daily newspaper. During the second semester, groups were conducted using more traditional materials and traditional tutoring methods. That is, students brought in their school books and Otro Camino staff helped students complete assignments. Students were also tested for areas of weakness and given supplemental materials and instruction in these areas.

School administrators requested that Otro Camino provide intensive tutoring to a group of students identified as potential dropouts. The schools sent 35 students in the seventh and eighth grades to the program site beginning in early March and ending in mid-May (the close of the school year). Otro Camino staff divided the group into five small groups. An elaborate schedule was established that provided two 50-minute periods of tutoring each school morning. The daily schedule included rotation through two subjects and allocated four 50-minute periods to six subjects in a ten-day period.

Library science. Otro Camino managers arranged to train five high school students in library procedures and techniques for high school credit. These students worked in Otro Camino's library learning book cataloging methods, operating a book lending system, and assisting with locating references for students. Four hours a week were spent working in the library, and students received one school credit for the course.

Otro Camino mini-courses at the schools. Each Otro Camino staff member developed a mini-course during the first semester for possible implementation at the schools in the second semester. Staff contacted school teachers to ask permission to incorporate the mini-course into the regular classroom courses. Mini-courses were designed to last ten days, had a limited number of learning objectives, included daily lesson plans, and were to be given by Otro Camino staff with the teacher present in the room. The courses covered special topics in Spanish, English, math, science, social science, and folk crafts. Each course was developed for a particular age group. Not all teachers agreed to participate. Project managers reported that three of these courses were given during the 81-82 school year, and that their course on the la Playa community was being given in each tenth grade social science class beginning in August, 1982.

Clubs. Otro Camino attempted to promote student social development through clubs. Otro Camino developed and implemented 19 clubs during the 81-82 school year. Project plans had called for the implementation of five clubs beginning in the first program year, but none were begun until the second year. The implemented clubs covered personal growth (career and psychological), recreation, arts and crafts, investigative science, and drama and performing arts. Two clubs were organized to address educational issues in the community, and students organized a public relations club to help promote Otro Camino. Executives from each club composed a club of presidents who coordinated activities and kept all participants and staff up to date on each club.

One club had a special purpose. Several youths with discipline problems were referred to the project from the high school. Repeated counseling efforts had proven unsuccessful except in eliciting some personal goals. Several students in this group indicated they wanted to become martial arts experts. A relative of an Otro Camino staff person owned a karate school and volunteered to donate one class per week day for these students. In the class, students learned the discipline necessary to become experts, and school personnel reported the students' self-discipline improved markedly at school. Once the students had mastered basic karate maneuvers, they performed at a school assembly, and appeared to have become respected members of the school community. I observed a well-received presentation of skills given by karate club members during Otro Camino's week celebrating student achievements in April.

Learning resource center. Originally Otro Camino planned for the learning resource center to be used by drop-in students (students who were not registered in formal activities) as an additional resource for their school assignments. The center included a library and audiovisual center. In the second year of operation, very few non-registered students used the center, but large numbers of registered students used the center facilities at times they were not scheduled for activities.

Students came during their lunch periods, at times they had school classes canceled because the teacher was absent, and after school.

Summer Mini-University. One-hundred students received minimum wages to research community life in la Playa and publish a book. Students were taught how to develop and implement community surveys and interviews, tally and statistically analyze results, and present the results graphically or in written form. Other students learned the skills of documentary photography, negative development, and presentation of finished photos. At the end of the four week program, project staff sponsored an awards ceremony in the community plaza where student works were displayed for all in the community to view.

Individual counseling. Because fluctuating school schedules made it difficult to contact students through the school, Otro Camino managers implemented a system to recontact registered students when their attendance dropped off. Project counseling staff visited students at their schools to schedule them into alternate activities when schedule conflicts were discovered.

These counselors also worked at the high school for two hours each school day. There they helped school counselors, who had to spend much time helping resolve school-related problems, by offering personal counseling.

While at the school, they assisted a group of students in developing a student government by teaching parliamentary procedure. The students organized the council´s initiation with the school director, established mechanisms for nomination of classroom representatives, and updated student conduct codes as their first official task.

Cooperative education. "Cooperative education" is Otro Camino´s term for job preparation and training for students. Job-seeking help was offered in small groups. Students received instruction in how to find and apply for jobs, interviewing skills, interpersonal communication skills, and education requirements for various careers of interest to group members. They also received assistance in locating jobs.

The staff cooperative education specialist was successful is securing 48 student placement positions, but few placements were actually made. The staff discovered that the child labor laws were very strict in Puerto Rico and prevented placing younger students in jobs for pay. And, even though employers agreed to accept volunteers and the schools agreed to give school credit for volunteer placements, students frequently decided not to take the available positions. Apparently students decided they would be better off preparing for training after high school by staying in school.

Five students did work as medical lab assistants and secretaries during the first semseter. These students were supervised by people at their job site and the Otro Camino cooperative education specialist, and they received school credit.

In addition to these positions in community organizations, the cooperative education specialist taught a course in folk crafts. She took the participants to San Juan where students found people were selling the kinds of things they were making. This reportedly helped students realize the business potential of their efforts.

Major Force Field Changes

A new school opened in August of 1981 and caused unanticipated delays in Otro Camino activities. Two target schools changed from double-session to single-session days and redistributed grade levels. Resulting school enrollment and scheduling problems lasted for about a month. Otro Camino managers had to wait until school schedule problems were resolved to establish their schedule.

When Otro Camino finally began to schedule students into activities, project managers discovered that their plan to serve students during the school day could not be implemented. The schools had added electives to the school curriculum and students no longer had free periods during which they could participate. Project managers quickly assessed the feasibility of after-school and week end activities and received a positive response. The ensuing reorganization further delayed project start-up.

Changes in schedules meant that large numbers of students were served in a few hours each day. This necessitated offering courses that met two or three days a week at alternate times rather than every day because of space shortages. Project managers also gained school administrators′ permission to arrange with school teachers for inclusion of ten-day mini-courses given by Otro Camino staff in regular school classrooms.

Some changes were salutory. Otro Camino′s good reputation spread through the community and resulted in the enlistment of several community volunteers. A parent volunteered to help with tutoring, area university professors assisted in diagnosing students′ academic needs and designing treatment programs, a local artist offered a class in folk art, 15 community businesses opened 48 job training slots for participants, the local school of karate donated one class each day to a small group of participants, the Ponce Regional Office of the Puerto Rico Department of Education sent personnel to teach community interview and questionnaire design and statistics to participants, and the police department sent a representative to the advisory council. The Puerto Rico Department of Education Research and Evaluation office cooperated in sending standardized test scores to the national evaluation project.

Implementation Study

Project staff kept careful records on student attendance at Otro Camino by activity attended. At the end of each semester the daily hours were summed for each activity, then added across activities for each student. This was the primary means of reporting activities offered, numbers served, and total Otro Camino student service hours.

These data are tabulated in Tables 1 and 2. The tables show that clubs are the most intensive service provided by Otro Camino. Students who participated in clubs spent 25-30 hours per semester, or close to two hours per week, in these activities. The intensity of the vocational and academic services increased from semester one to semester two, and the counseling services remained relatively low. The main counseling service was group counseling for 81 students who apparently met approximately once a month.

Tables 1 and 2 show that, although the absolute number of students served declined from the first to the second semester, the intensity of service increased. During the first semester 74.8% of the students participated in only one activity--clubs, most likely. But during the second semester more than two-thirds of the students were active in two or more different activities. The average hours of participation per student also increased somewhat during the second semester.

Outcomes

Evaluation Design

Otro Camino has an open door admission policy, meaning anyone who comes for services is served. Random selection of program participants would have drastically altered this policy. A nonequivalent comparison group design was established. This design enabled the comparison of participating and non-participating students from the targeted grades at each of the three program schools. Measures from Spring, 1981 SAES surveys and school record data were used to statistically control for the nonequivalence of the groups.

Data

The project was specifically designed to help students in the major transition grades 7, 9, and 12, so data were collected on all students in the 1981 pre-target grade. Pre-target year and target year data include the SAES student questionnaire (administered in the spring of 1981 and spring of 1982), school records data on school attendance and grades, Puerto Rico Standardized Test Scores, and records of police arrests for both years. These data were also reported for samples of all other grades between 6 and 12.

The SAES measures are described in Gottfredson, Ogawa, Rickert, & Gottfredson (1982). Two distinct scoring procedures were used. The 1981 questionnaire scales mostly involved sums of standard scores for items in a scale. For the 1982 version, a new scoring procedure was implemented to make interpretation easier: Most scale scores reflect the proportion of items answered in the desirable direction. Because of this scoring difference and because the 1981 scale scores were used only as statistical controls, the 1981 scores are not reported here.

Analysis Procedures

Measures of intensity of treatment were computed as follows: Records of treatment hours were collapsed into major categories: Academic assistance activities, vocational development activities, club activities, counseling activities, and participation in activities during 1980-81 (the first year of program operation).

The number of participation hours in each category was summed for both semesters and correlated with each outcome measure. The correlation matrix was examined for correlations significant at the $p<.05$ level (two-tailed).

Then, regression equations were used to estimate project effect parameters--that is the part of the correlation that can be attributed to participation in the program rather than selection effects. These equations included as statistical controls any pre-target year measures that correlated with both the activity category and the outcome.[1] Since patterns of correlations were different for various activities, different control variables were used in various tests. Notes on tables of results indicate the control variables for activity categories.

Results

Tables 3 through 6 present the correlation and regression coefficients for all outcomes. Outcomes are organized according to project goals (Tables 3 and 4), project objectives (Table 5), and other theoretically relevant objectives (Table 6). Appendix tables show means and standard deviations for all outcomes by activity category for persons participating in each kind of activity.

Academic Activities

Twenty-eight of thirty-nine correlations (72%) indicated the association between participation in academic activities and academic outcomes was in the unfavorable direction. (Read across the rows of Tables 3-6.) Participant achievement was lower than nonparticipant achievement on 12 of 13 measures (Table 3); participants reported skipping more classes (Table 4), more alienation, lower self-concepts, less interpersonal competency, and spending less effort on school work than nonparticipants (Table 5); and participants reported more delinquent activity (self-report and record of arrests), more victimization, more suspensions, less attachment to parents, more negative peer influence, lower belief in the validity of conventional rules, less practical knowledge, less internal control, and more school punishment and fewer school rewards than nonparticipants (Table 6). Most of the correlations were small and nonsignificant, but eleven were statistically significant.

These uncontrolled associations are not unexpected: Persons seeking academic assistance in the program may reasonably be expected to be in need of it. These results do not imply that the participation in Otro Camino's academic activities brought about these outcomes.

To examine whether these associations remain significant when preexisting differences among students are statistically controlled, the betas in Tables 3 through 6 must be inspected. When controls are applied, number of hours of participation in academic activities is associated only with arrest and school punishment. In the context of the model for the data examined here, this association could be interpreted as an effect of participation in Otro Camino's academic activities. Two of these betas are significant.

Vocational Activities

Thirty-seven of forty-one correlations (90%) between participation in vocational activities and outcomes were in the favorable direction. Only on reports of having a

---

[1] In technical terms, a model of the form $y = \gamma x + \Sigma \beta_i z_i + e$ was estimated for each outcome variable (y), where γ is the standardized regression coefficent for hours of participation in activity category (x), the β_i are the standardized regression coefficients for the exogenous control variables z, and e is random error. The specification of each such model (i.e, the choice of the z) was made to include as exogenous control variables any 1981 measure correlated both with extent of participation in activity x and with the particular y under consideration.

job (Table 3), amount of school involvement, internal control, and school rewards (Table 6) were the nonparticipants favored. Twenty-one of these uncontrolled correlations are significant, but when statistical controls are applied, only two remain significant. In the context of the models of the data examined here the results (shown in Table 3) could be interpreted as implying that participation in Otro Camino's vocational activities increased scores on a standardized test of Spanish language and increased grades (according to self-report).[2]

Club Activities

Thirty-four of forty-one correlations (83%) between participation in clubs and outcomes were in the favorable direction. Only for self-report of reading ability (Table 3), reports of victimization, suspensions, belief in the validity of conventional rules, rebellious autonomy, and internal control (Table 6) were the nonparticipants favored. Fifteen of these correlations were significant. When statistical controls were applied, three remained significant. In the context of the models examined, participation in clubs increased social science grades (Table 3), students' reports about student influence in the school[3] (Table 5), and reports of involvement in school activities (Table 6).

Counseling Activities

Thirty of forty-one correlations (73%) between counseling activities and outcomes were in the favorable direction. Nonparticipants were favored on math grades, school graduation, having a job (Table 3), self-reports of school non-attendance (Table 4), alienation (Table 5), reports of victimization, suspensions, belief in the validity of conventional rules, and practical knowledge (Table 6). The application of statistical controls reduced the number of significant correlations from six to two. In the context of the models examined here, the results imply that participation in Otro Camino counseling activities increases educational expectations (Table 3) and involvement in school activities (Table 6).

A re-examination of academic activities. Project managers were asked about the academic activities results. They hypothesized that the students referred for intensive tutoring may have been markedly different from students voluntarily participating in Otro Camino's other academic activities. Furthermore the tutoring came late in the year and the nature of this intervention was different from other academic activities. They requested that academic activities be re-examined excluding the tutoring activity, so the results could be used in helping decide which way to approach academic activities in the coming year. When tutoring is excluded and only those academic activities indicated by the absence of an <a> in Table 1 are examined, there is no dependable indication of any effect (positive or negative) of participation in the remaining academic components.

---

[2] Although not significant when statistical controls are applied, the pattern of results for actual school grades accords with self-report results.

[3] This measure is composed of items ordinarily scored at the school level (Gottfredson, Ogawa, Rickert, & Gottfredson, 1982) but combined here into an individual-level "scale" the psychometric properties of which have not been examined.

Discussion

Except for results associated with participation in academic activities, the results are encouraging. Most of the correlations are in the right direction and there is some evidence that participation had positive effects. However, the actual difference between participants and nonparticipants is small. For instance, less than 1% of the variance in Spanish language standardized test scores is accounted for by participation in vocational activities. Most of the variance is accounted for by grades and ability measured by standardized test scores in the previous year.

The findings cannot necessarily be attributed to participation in the specific activity category listed because many students (about 78%) participated in more than one activity. The analytic procedures used included only hours of participation in one category at a time as a means of helping project managers learn what happened for the various categories of activities implemented.

Project participation was not under experimental control; thus it is possible that the results reflect self-selection or differential maturation. Participants were plausibly more highly motivated to better themselves and measures applied as statistical controls may have been insufficient to control for this possibility.

A final word of caution in the interpretation of the significant results from the regression equations: Some significant differences can be expected to arise by chance. In these analyses, about two of the 39 or 41 equations examined for each category of participation would be expected to reach significance at the $p<.05$ level simply by chance. This is precisely the number of significant differences observed.

In support of the argument that the results indicate the effects of participation, many of the results are sensible relative to project activities. Project intervention with students referred for intensive tutoring did not begin until near the end of the school year, allowing plenty of time for academic and behavior problems to occur before participation and after pre-level measures used as statistical controls were collected. The reasons for their school referral included recent disciplinary problems, declining achievement, and attendance problems.

Several of the vocational development activities emphasized language skills and exam preparation. It is not surprising that standardized test scores improved for this group. Students in this group were also reported to have renewed their commitment to education in preparation for careers.

Many clubs emphasized the community culture and history. Others were aimed specifically at developing leadership skills. It is sensible that students in these activities had higher social science grades and perceived more student influence at the school than the nonparticipants. On the other hand, people who are "joiners" in one setting are likely to be "joiners" in another setting. Thus it is not surprising to find Otro Camino participants also participated in a variety of school activities, and this result may therefore reflect primarily a selection artifact.

The counseling component included helping students decide about future plans and determine the education needed to successfully reach their personal goals. Counselors emphasized the need to stay in school--both staying in school now and pursuing education in the future. Much of the counseling occurred at the high school where many of the students who were going to leave school had already withdrawn and at a time in students' lives when decisions about the future must be made. It is sensible that this component is associated with higher educational expectations.

Finally, I have observed that the entire project staff are committed to the goals, theory, and objectives, and implement planned components with integrity. They have encountered numerous obstacles, and implementation of some components has been seriously delayed. But each delay and each obstacle has resulted in more planning, and these efforts appear systematically to strengthen the component while remaining true to the theory that led to their development. Perhaps the most serious implementation problem the project would ever face is delay while new strategies are developed to insure implementation of components anchored in theory.

References

Gottfredson, G. D., Ogawa, D. K. Rickert, D. E., & Gottfredson, D. C. Measures used in the School Action Effectiveness Study. In G. D. Gottfredson (ed.), The School Action Effectiveness Study: First Interim Report. Baltimore: Johns Hopkins University, Center for Social Organization of Schools, 1982.

St. John. Otro Camino. In G. D. Gottfredson (ed.), The School Action Effectiveness Study: First Interim Report (Report No. 325), Baltimore: The Johns Hopkins University, Center for Social Organization of Schools, 1982.

Table 1

Number of Students Served and Intensity of Treatment--by Activity and Semester During the 1981-82 School Year

Activity[b]	Semester 1 Number of students	Semester 1 Avg. hrs./ student	Semester 1 % Total effort	Semester 2 Number of students	Semester 2 Avg. hrs./ student	Semester 2 % Total effort
Academic	157	11.2	13.3	115	22.7	27.0
Oral Communication--English	37	5.5	1.5	8	6.4	.5
Reading--English	16	5.9	.7	7	7.1	.5
Speak, Read and Write--English	13	5.8	.6	0	0.0	0.0
Keeping with the News--Spanish	1	2.0	0.0	1	1.0	0.0
Learning to Read and Write--Spanish	1	24.0	.2	2	8.5	.2
Growing with Music --Spanish	16	8.8	1.1	0	0.0	0.0
The Why of Math--Math	6	3.7	.2	0	0.0	0.0
Multiplying to Divide--Math	2	2.0	0.0	0	0.0	0.0
Everyday Problems --Math	21	3.4	.5	6	2.8	.2
Photography--Science	30	28.9	6.6	20	29.8	6.3
Puerto Rico in the World--Social Science	2	30.0	.5	0	0.0	0.0
Learning More About Puerto Rico--Social Science	14	13.0	1.4	0	0.0	0.0
Civics[a]	0	0.0	0.0	26	8.5	2.3
Natural Science[a]	2	2.0	0.0	37	8.5	2.3
English[a]	0	0.0	0.0	38	5.7	2.3
Spanish[a]	0	0.0	0.0	39	7.0	2.9
Math[a]	0	0.0	0.0	43	6.2	2.8
Social Science[a]	0	0.0	0.0	38	7.3	2.9
Investigation Club	0	0.0	0.0	5	71.0	3.8

Note. "Number of students" column reports the number of students who had at least one hour of participation in a given activity. The "average hours per student" column reports the average number of hours for students who participated for at least one hour in the activity. The "% total effort" column reports the total number of hours spent by all students as a ratio of the total number of participation hours.

[a] Second semester participation hours in these activities represent time in Otro Camino intensive tutoring; all other courses in the academic group represent creative academic activities.

[b] All 1981-82 activities except the Summer, 1982 "Mini-University" are included on this table.

(continued on next page)

Table 1 (cont.)

Activity[b]	Semester 1			Semester 2		
	Number of students	Avg. hrs./ student	% Total effort	Number of students	Avg. hrs./ student	% Total effort
Vocational	216	17.9	29.4	43	26.0	11.9
Librarian Aides	10	48.8	3.7	7	36.4	2.7
Audiovisual Techniques	75	4.0	2.3	4	13.0	.6
My Career for the Future	4	14.0	.4	0	0.0	0.0
Getting Prepared for Work	20	29.1	4.4	32	25.3	8.6
Where Will I Study	8	23.3	1.4	0	0.0	0.0
College Entrance Exam Preparation	103	21.1	16.5	0	0.0	0.0
Short Term Careers Club	8	10.1	.6	0	0.0	0.0
Clubs	269	24.7	51.3	156	30.0	49.7
Public Relations	10	2.0	.2	12	39.2	5.0
Education	0	0.0	0.0	0	0.0	0.0
Sports	0	0.0	0.0	0	0.0	0.0
Model Building	13	4.9	.5	3	2.0	.1
Dramatic Arts Club	10	94.0	7.1	13	7.5	1.0
Aesthetic and Modeling Club	48	16.8	7.1	20	26.5	5.6
Astronomy Club	23	55.2	9.7	14	20.9	3.1
Gardening Club	17	14.9	1.9	12	11.9	1.5
Handicrafts for Girls	57	20.6	8.9	28	16.3	4.8
Handicrafts Club	46	40.8	14.3	17	53.2	9.6
Folk Dances of La Playa	27	4.5	.9	8	60.1	5.1
Folklore of La Playa	57	2.1	.9	8	28.0	2.4
Presidents Club	0	0.0	0.0	0	0.0	0.0
Karate Club	0	0.0	0.0	15	16.4	2.6
Vocal Group	0	0.0	0.0	10	82.9	8.8
Counseling	117	7.6	6.8	140	7.2	10.7
Self Development Club	14	16.0	1.7	0	0.0	0.0
Individual Counseling	22	12.5	2.1	33	2.0	.7
Group Counseling	81	4.8	3.0	111	8.5	10.0
Total	653	20.1	100.0	397	23.7	100.0

Table 2

Number of Students Participating in Otro Camino Activities--by Semester of the 1981-82 School Year

Number of Concurrent Activities	Semester 1		Semester 2	
	N	%	N	%
1	493	74.8	136	31.9
2	142	21.5	122	28.6
3	21	3.2	56	13.1
More than 3	3	0.5	112	26.3
Total<a>	659	100.0	426	99.9

Note. Numbers do not include students who participated only in 1980-81 school year activities.

<a> The unduplicated number of students served for the 1981-82 school year is 797.

Table 3

Correlation Coefficients and Standardized Regression Coefficients for 1981-82 Academic Achievement Outcomes with Number of Hours in Each Type of Otro Camino Activity

	Project Goal I														
	School Grades					Standardized Tests				Self Report				Self Report	
Activity Type<a>	Span.	Eng.	Math	Soc. Sci.	Sci.	Span. Read.	Span. Lang.	Eng. Read.	Math	Sch. Grade	Read. Abil.	Educ. Expect.	Grad.<b>	Have Job	Paid Work
Academic															
r	-.041	-.027	-.053	-.005	.017	-.027	-.021	-.063*	-.024	-.060*	.016	-.048	-.013	.005	.020
beta	--<c>	--<c>	--<c>	--<c>	--<c>	--<c>	--<c>	-.020	--<c>	-.020	--<c>	--<c>	--<c>	--<c>	--<c>
Vocational															
r	.164*	.145*	.043	.039	.100*	.095*	.200*	.071*	.201*	.180*	.044	.163*	.442*	-.045	.039
beta	.055	.023	--<c>	--<c>	.009	.032	.083*	-.025	.077	.084*	--<c>	.096	.050	--<c>	--<c>
Clubs															
r	.059*	.072*	.073*	.140*	.094*	.029	.056*	.042	.030	.087*	-.014	.009	-.032	.020	-.009
beta	-.014	.003	.017	.069**	.023	--<c>	-.014	--<c>	--<c>	.025	--<c>	--<c>	--<c>	--<c>	--<c>
Counseling															
r	.046	.056*	-.018	.038*	.049	.008	.054	.054	.054	.072*	.022	.118*	-.038	-.034	-.033
beta	--<c>	-.011	--<c>	.031	--<c>	--<c>	--<c>	--<c>	--<c>	.013	--<c>	.090**	--<c>	--<c>	--<c>
Participation 1981															
r	.010	.019	-.014	-.101*	-.031	.092*<d>	.038	.045	.091*<d>	.036	.006	.043	.064*	.028	.036
beta	--<c>	--<c>	--<c>	-.034	--<c>	.145**	--<c>	--<c>	.100*	--<c>	--<c>	--<c>	-.017	--<c>	--<c>

Note. Participation 1981 is a dummy variable measuring whether or not students participated in 1981-82 rather than number of hours. N's range from 447 to 1006, depending on the patterns of missing data for variables in each equation. Analyses for each outcome variable uses 1981 variables that are significantly correlated with that outcome and with participation as statistical control variables. Academic activity controls include 1981 standard test English reading score; English grade; and SAES friend's influence scale. Vocational activity controls include 1981 standard test math and Spanish reading scores; school days absent; school grades for Spanish, English, social science, and science; overall grade point average; and SAES belief, interpersonal competency, school rewards index, school punishment index, self-concept, rebellious autonomy, school attachment, total delinquency, serious delinquency, and victimization scales; self-report of gender; and 1981-82 school grade. Club activity controls include 1981 standard test Spanish language score; school days absent, and SAES self-report of grades, attachment to parents, interpersonal competency, school punishment index, attachment to school, victimization, and self-report of socio-economic level scales. Counseling activity controls include 1981 standard test English reading score; school grade for math and social science; and SAES internal control and rebellious autonomy scales. Participation 1981 controls include 1981 school grade for English, and SAES interpersonal competency, rebellious autonomony, attachment to school, and self-report of socio-economic level scales.

<a> See Table 1 for listing of specific Otro Camino activies for each category.
<b> Reported for 1981-82 twelfth-grade students only.
<c> Regression coefficient not reported because activity type is not related to outcome.
<d> Beta unstable; interpret with caution.

* Coefficient is significant at the P<.05 level.
**Coefficient is significant at the P<.01 level.

Table 4

Correlation Coefficients and Standardized Regression Coefficients for 1981-82 School Withdrawal and Attendance Outcomes with Number of Hours in Each Type of Otro Camino Activity

	Project Goal II and III				
	School Report		Self Report		
Activity Type<a>	Withdrawal<b>	Percent Days Absent<c>	School Attendance<d>	Skipping School	Skipping Classes
Academic					
r	-.048	--<f>	-.010	-.021	.022
beta	--<e>	--<f>	--<e>	--<e>	--<e>
Vocational					
r	-.057*	-.094*	-.000	-.033	-.022
beta	--<f>	.024	--<e>	--<e>	--<e>
Clubs					
r	-.063*	-.090*	-.072*	-.052	-.076*
beta	-.036	-.036	-.048	--<e>	-.046
Counseling					
r	-.049	-.040	.002	.010	-.035
beta	--<e>	--<e>	--<e>	--<e>	--<e>
Participation 1981					
r	.045	.021	-.035	-.031	-.054
beta	--<e>	--<e>	--<e>	--<e>	--<e>

Note. Participation 1981 is adummy variable measuring whether or not students participated in 1981-82 rather than number of hours. N's range from 447 to 1006, depending on the patterns of missing data for variables in each equation. Each outcome is controlled by 1981 variables that are significantly related to the type of activity. Academic activity controls include 1981 standard test English reading score; English grade; and SAES friend's influence scale. Vocational activity controls include 1981 standard test math and Spanish reading scores; school days absent; school grades for Spanish, English, social science, and science; overall grade point average; and SAES belief, interpersonal competency, school rewards index, school punishment index, self-concept, rebeliious autonomy, school attachment, total delinquency, serious delinquency, and victimization scales; self-report of gender; and 1981-82 school grade. Club activity controls include 1981 standard test Spanish language score; school days absent, and SAES self-report of grades, attachment to parents, interpersonal competency, school punishment index, attachment to school, victimization, and self-report of socio-economic level scales. Counseling activity controls include 1981 standard test English reading score; school grade for math and social science; and SAES internal control and rebellious autonomy scales. Participation 1981 controls include 1981 school grade for English, and SAES interpersonal competency, rebellious autonomony, attachment to school, and self-report of socio-economic level scales.

<a> See Table 1 for listing of specific Otro Camino activies for each category.
<b> Reasons for withdrawal include voluntary and involuntary withdrawal, transfer to another school, and reason unknown.
<c> Percent based on number of days active.
<d> Overall school and class attendance.
<e> Regression coefficient not reported because activity type is not related to outcome.
<f> Not analyzed.

* Coefficient is significant at the P<.05 level.
**Coefficient is significant at the P<.01 level.

Table 5

Correlation Coefficients and Standardardized Regression Coefficients for 1981-82 SAES Student Questionnaire Scales with Number of Hours in Each Type of Otro Camino Activity

	Project Objectives					
Activity type<a>	Alienation	School Attachment	Self Concept	Interpersonal Competency	School Effort	Student Influence
Academic						
r	.031	.007	-.072*	-.035	-.066*	--<c>
beta	--<b>	--<b>	-.044	--<b>	-.039	--<c>
Vocational						
r	-.053	.054	.106*	.059*	.124*	.092*
beta	--<b>	--<b>	.060	.038	.06[illegible]	.028
Clubs						
r	-.031	.076*	.059*	.026	.077*	.100*
beta	--<b>	.021	.013	--<b>	.038	.104**
Counseling						
r	.009	.021	.055	.036	.072*	.044*
beta	--<b>	--<b>	--<b>	--<b>	.044	--<b>
Participation 81						
r	-.005	-.027	.051	.016	.012	.106*
beta	--<b>	--<b>	--<b>	--<b>	--<b>	.086**

Note. Participation 1981 is a dummy variable measuring whether or not students participated in 1981-82 rather than number of hours. N's range from 447 to 1006, depending on the patterns of missing data for variables in each equation. Each outcome is controlled by 1981 variables that are significantly related to the type of activity. Academic activity controls include 1981 standard test English reading score; English grade; and SAES friend's influence scale. Vocational activity controls include 1981 standard test math and Spanish reading scores; school days absent; school grades for Spanish, English, social science, and science; overall grade point average; and SAES belief, interpersonal competency, school rewards index, school punishment index, self-concept, rebellious autonomy, school attachment, total delinquency, serious delinquency, and victimization scales; self-report of gender; and 1981-82 school grade. Club activity controls include 1981 standard test Spanish language score; school days absent, and SAES self-report of grades, attachment to parents, interpersonal competency, school punishment index, attachment to school, victimization, and self-report of socio-economic level scales. Counseling activity controls include 1981 standard test English reading score; school grade for math and social science; and SAES internal control and rebellious autonomy scales. Participation 1981 controls include 1981 school grade for English, and SAES interpersonal competency, rebellious autonomony, attachment to school, and self-report of socio-economic level scales.

<a> See Table 1 for listing of which Otro Camino activities are included in each category.

<b> Regression coefficient is not reported because activity type is not related to outcome.

<c> Not examined.

* Coefficient is significant at the p<.05 level.

**Coefficient is significant at the p<.01 level.

Table 6

Correlation Coefficients and Standardized Regression Coefficients for
1981-82 Student Questionnaire Scales with Number of Hours in Each type
of Otro Camino Activity

	Other Theoretically Relevant Outcomes							
	Self-Report of Delinquency<b>						Social Relations	
Activity type<a>	Total Delinquency	Serious Delinquency	Drug Usage	Victimization	Self-Report Suspensions	Official Delinquency	Attachment to Parents	Negative Peer Influence
Academic								
r	.057*	.047	.065*	.042	.063*	.086*	-.018	.056
beta	.050	--<c>	.059	--<c>	.054	.083*	--<c>	--<c>
Vocational								
r	-.079*	-.051	-.086*	-.058*	-.033	-.023	.001	-.086*
beta	-.009	--<c>	-.028	.002	--<c>	--<c>	--<c>	-.000
Clubs								
r	-.035	-.010	-.046	.036	.050	-.008	.042	-.019
beta	--<c>	--<c>	--<c>	--<c>	--<c>	--<c>	--<c>	--<c>
Counseling								
r	-.039	-.023	-.039	.028	.047	-.022	.014	-.023
beta	--<c>	--<c>	--<c>	--<c>	--<c>	--<c>	--<c>	--<c>
Participation 81								
r	.005	.006	.007	.034	.065*	.031	.018	.025
beta	--<c>	--<c>	--<c>	--<c>	.073	--<c>	--<c>	--<c>

Note. Participation 1981 is a dummy variable measuring whether or not students participated in 1981-82 rather than number of hours. N's range from 447 to 1006, depending on the patterns of missing data for variables in each equation. Each outcome is controlled by 1981 variables that are significantly related to the type of activity. Academic activity controls include 1981 standard test English reading score; English grade; and SAES friend's influence scale. Vocational activity controls include 1981 standard test math and Spanish reading scores; school days absent; school grades for Spanish, English, social science, and science; overall grade point average; and SAES belief, interpersonal competency, school rewards index, school punishment index, self-concept, rebellious autonomy, school attachment, total delinquency, serious delinquency, and victimization scales; self-report of gender; and 1981-82 school grade. Club activity controls include 1981 standard test Spanish language score; school days absent, and SAES self-report of grades, attachment to parents, interpersonal competency, school punishment index, attachment to school, victimization, and self-report of socio-economic level scales. Counseling activity controls include 1981 standard test English reading score; school grade for math and social science; and SAES internal control and rebellious autonomy scales. Participation 1981 controls include 1981 school grade for English, and SAES interpersonal competency, rebellious autonomony, attachment to school, and self-report of socio-economic level scales.

<a> See Table 1 for listing of which Otro Camino activities are included in each category.
<b> See SAES Student Questionnaire Manual for explanation of these variables.
<c> Regression coefficient is not reported because activity type is not related to outcome.

* Coefficient is significant at the p<.05 level.

Table 6 (continued)

Correlation Coefficients and Standardized Regression Coefficients for 1981-82 Student Questionnaire Scales with Number of Hours in Each type of Otro Camino Activity

	Other Theoretically Relevant Outcomes						
	Attitutes and Social Development<b>					School Experiences	
Activity type<a>	Belief in Rules	Involvement	Practical Knowledge	Rebellious Autonomy	Internal Control	Punishment	Rewards
Academic							
r	-.062*	.027*	-.055*	* -.045	-.014*	.111*	-.006
beta	-.047	--<c>	-.043	--<c>	--<c>	.099**	--<c>
Vocational							
r	.096*	-.013	.086*	-.044	-.008	-.107*	-.009
beta	-.031	--<c>	.063	--<c>	--<c>	-.058	--<c>
Clubs							
r	-.012	.067*	.007	.007	-.009	-.024	.051
beta	--<c>	.085*	--<c>	--<c>	--<c>	--<c>	--<c>
Counseling							
r	-.006	.081*	-.024	-.009	.025	-.021	.029
beta	--<c>	.083*	--<c>	--<c>	--<c>	--<c>	--<c>
Participation 81							
r	.039	.083*	.033	-.023	-.041	.043	.052
beta	--<c>	.085	--<c>	--<c>	--<c>	--<c>	--<c>

Note. Participation 1981 is a dummy variable measuring whether or not students participated in 1981-82 rather than number of hours. N's range from 447 to 1006, depending on the patterns of missing data for variables in each equation. Each outcome is controlled by 1981 variables that are significantly related to the type of activity. Academic activity controls include 1981 standard test English reading score; English grade; and SAES friend's influence scale. Vocational activity controls include 1981 standard test math and Spanish reading scores; school days absent; school grades for Spanish, English, social science, and science; overall grade point average; and SAES belief, interpersonal competency, school rewards index, school punishment index, self-concept, rebellious autonomy, school attachment, total delinquency, serious delinquency, and victimization scales; self-report of gender; and 1981-82 school grade. Club activity controls include 1981 standard test Spanish language score; school days absent, and SAES self-report of grades, attachment to parents, interpersonal competency, school punishment index, attachment to school, victimization, and self-report of socio-economic level scales. Counseling activity controls include 1981 standard test English reading score; school grade for math and social science; and SAES internal control and rebellious autonomy scales. Participation 1981 controls include 1981 school grade for English, and SAES interpersonal competency, rebellious autonomony, attachment to school, and self-report of socio-economic level scales.

<a> See Table 1 for listing of which Otro Camino activities are included in each category.
<b> See SAES Student Questionnaire Manual for explanation of these variables.
<c> Regression coefficient is not reported because activity type is not related to outcome.

* Coefficient is significant at the p<.05 level.
**Coefficient is significant at the p<.01 level.

Table A

Means and Standard Deviations for 1981-82 Academic Achievement Outcomes for Each Type of Otro Camino Activity

	Outcomes for Project Goal I													
	School Grades					Standardized Tests				Self-Reported			Vocational	
Activity Type[a]	Span.	Eng.	Math	Soc. Sci.	Sci.	Span. Read.	Span. Lang.	Engl. Read.	Math	Schl. Grade	Read. Abil.	H.S. Grad.[b]	Have Job	Paid Work
Academic														
Mean	1.66	1.69	2.04	1.73	1.74	39.74	34.17	30.16	20.32	2.11	1.52	.12	.48	.26
SD	1.01	1.05	1.06	1.06	1.02	12.86	10.80	12.38	7.62	.93	.87	.33	.73	.44
N	231	230	213	202	195	197	195	196	203	201	200	236	199	193
Vocational														
Mean	2.10	2.10	2.24	1.80	1.89	41.32	37.12	30.11	23.38	2.43	1.56	.52	.20	.23
SD	1.06	1.10	1.07	1.06	1.03	13.48	12.71	10.41	8.21	.98	.83	.50	.52	.42
N	229	226	182	124	129	203	202	203	209	194	193	231	192	193
Clubs														
Mean	1.70	1.86	2.17	1.86	1.83	39.73	34.07	29.59	18.76	2.25	1.47	.08	.32	.21
SD	.95	1.00	.96	.92	.93	13.25	11.37	11.58	6.87	.85	.89	.28	.62	.41
N	354	355	337	326	309	313	302	304	308	302	300	362	302	305
Counseling														
Mean	1.64	1.73	2.06	1.71	1.75	38.34	33.59	29.82	18.32	2.14	1.47	.03	.32	.22
SD	.95	1.01	.97	.95	1.00	13.74	11.30	12.23	6.78	.86	.92	.17	.62	.42
N	244	240	234	234	221	208	209	208	214	210	207	246	208	209
Participation 1981														
Mean	1.80	1.84	2.16	1.41	1.62	42.03	34.96	29.67	21.50	2.22	1.54	.21	.35	.28
SD	1.08	1.05	.98	1.03	1.00	14.23	11.91	11.82	8.04	.86	.91	.41	.66	.45
N	149	148	131	110	115	117	116	116	120	110	112	157	111	111

[a] See Table 1 for listing of specific Otro Camino activities for each category.

[b] Reported for 1981-82 twelfth-grade students only.

Table B

Means and Standard Deviations for 1981-82 School Withdrawal and Attendance for Each Type of Otro Camino Activity

	School Report		Self Report		
Activity type[a]	With- drawal[b]	Percent days absent[c]	School nonatten- dance	Skipping school[d]	Skipping classes[e]
Academic					
Mean	.042	.024	1.116	.658	1.213
SD	.202	.056	.740	1.084	1.012
N	236	235	199	199	202
Vocational					
Mean	.056	.033	1.163	.801	1.162
SD	.231	.135	.767	1.140	.960
N	231	230	196	196	197
Clubs					
Mean	.044	.025	1.107	.610	1.107
SD	.206	.080	.704	1.017	.883
N	362	362	307	308	308
Counseling					
Mean	.037	.023	1.165	.722	1.122
SD	.188	.077	.745	1.090	.903
N	246	244	212	212	213
Participation 81					
Mean	.108	.055	1.133	.743	1.044
SD	.312	.159	.773	1.132	.876
N	157	157	113	113	114

[a] See Table 1 for listing of which Otro Camino activities are included in each category.

[b] Reasons for withdrawal include voluntary and involuntary withdrawal, transfer to another school, and reason unknown.

[c] Percent based on number of days active.

[d] Individual item ranges from 0 to 4 with 0 = no days cut in the last four weeks and 4 = more than 10 days cut in the last 4 weeks.

[e] Individual item ranges from 0 to 5, with 0 = never cuts classes and 5 = cuts classes almost every day.

Table C

Means and Standard Deviations for 1981-82 SAES Student Questionnaire Scales for Each Type of Otro Camino Activity

	Project Objectives				
	Alienation	School Attachment	Self Concept	Interpersonal Competency	School Effort
Academic					
Mean	.346	.762	.645	.637	.583
SD	.227	.212	.173	.268	.263
N	177	186	161	175	181
Vocational					
Mean	.299	.809	.700	.735	.623
SD	.222	.198	.180	.234	.280
N	179	189	159	180	188
Clubs					
Mean	.314	.775	.671	.683	.615
SD	.224	.209	.179	.278	.267
N	272	288	237	276	289
Counseling					
Mean	.316	.770	.684	.700	.584
SD	.215	.214	.173	.247	.279
N	185	199	158	183	196
Participation 81					
Mean	.329	.762	.678	.700	.573
SD	.216	.223	.168	.242	.282
N	93	101	84	102	106

Note. See Table 1 for listing of which Otro Camino activities are included in each category.

Table D

Means and Standard Deviations for 1981-82 Student Questionnaire Scales with Each Type of Activity

	Other Theoretically Relevant Outcomes														
	Self Report of Delinquency[b]						Social Relations			Attitudes and Soc. Dvlpmnt.				Schl. Exper.	
Activity Type[a]	Total Delin.	Ser. Delin.	Drug Usage	Victm.	School Suspn.	Police Cntct.	Attch. to Prnts.	Neg. Peer Influ.	Belief in Rules	Invol.	Pract. Knowl.	Rebel. Autonomy	Internal Cntrl.	Punish	Rewrd.
Academic															
Mean	.069	.046	.119	.086	.158	.021	.642	.141	.778	.217	1.386	.345	.426	.101	.327
SD	.117	.118	.192	.169	.366	.144	.262	.157	.209	.167	.479	.322	.209	.193	.287
N	182	181	179	182	183	236	197	177	175	179	179	171	176	183	185
Vocational															
Mean	.056	.034	.106	.060	.086	.004	.661	.103	.841	.185	1.520	.369	.398	.048	.293
SD	.116	.109	.195	.143	.281	.066	.256	.141	.178	.139	.449	.319	.204	.145	.291
N	191	191	189	188	186	231	193	187	182	183	183	178	176	189	190
Clubs															
Mean	.053	.036	.082	.082	.156	.008	.669	.141	.779	.230	1.436	.388	.423	.092	.319
SD	.110	.102	.173	.172	.363	.091	.266	.172	.203	.181	.456	.328	.219	.196	.321
N	293	293	288	287	276	362	303	290	277	284	281	273	273	286	287
Counseling															
Mean	.045	.031	.073	.072	.157	.008	.691	.145	.776	.226	1.465	.404	.429	.085	.298
SD	.097	.090	.152	.156	.365	.090	.249	.171	.202	.192	.450	.325	.225	.176	.292
N	192	191	191	196	197	246	209	193	185	192	190	182	184	196	197
Participation 1981															
Mean	.065	.043	.116	.078	.173	.019	.651	.144	.782	.234	1.507	.367	.395	.124	.321
SD	.123	.109	.205	.180	.381	.137	.273	.184	.231	.166	.414	.360	.251	.233	.304
N	107	107	105	100	98	157	112	107	101	105	101	98	99	102	101

[a] See Table 1 for listing of specific Otro Camino activities for each category.

[b] See SAES Student Questionnaire Manual for explanation of these variables.

Project PATHE: Second Interim Report

D. C. Gottfredson

Abstract

Interim results suggest that PATHE, a school-based program that combines organizational change, direct service to high risk youths, and strong management, significantly increased academic performance for targeted individuals. In one of the four middle schools, target students reported significantly less delinquent behavior than did the control group.

The program appears to have had a positive school-level effect on student alienation, self-concept, and belief in rules as well as on school safety, victimization, and teacher morale. Delinquent behavior was lower in all three PATHE high schools in 1982, although delinquent behavior was higher in the control high school. A nonsignificant trend in favor of the program is evident on several additional PATHE goals and objectives.

Implementation data show much variation across program components and across schools in the fidelity of the implementation of the program. The expected association between level of implementation and success of the program was not, however, observed. Plans for strengthening the program and the monitoring procedures for the 1982-83 school year are discussed.

PATHE--Positive Action Through Holistic Education--effectively combines school-wide organizational change, direct service to high-risk youths and rigorous management and evaluation. The program was developed by the Charleston County School District, Charleston, S.C., and has been operating in seven middle and senior high schools for two years. This report updates the previous interim evaluation report for the PATHE program (D. Gottfredson, 1982). The background information included in the first report, including descriptions of the Charleston community and the PATHE program, will not be repeated here. This report summarizes major program changes that occurred between September, 1981 and August, 1982, reports results of analyses of implementation and outcome data for the same year, and discusses implications of the data for program operations.

Major Program Changes

Staffing

The PATHE staff remained relatively stable during the 1981-82 school year. Both specialists at St. John's High school were replaced in August, 1981, and the Student Concerns Specialist at Rhett Middle school was replaced mid-year. The replacement specialists resembled their predecessors in qualifications and backgrounds and the staff changes seem not to have been disruptive to the program. A cut-back in funding resulted in the lay-off of five specialists at the end of the 1981-82 school year, and the evaluator position also turned over at that point. The effect of the reduction in staff at the schools for the 1982-83 year will be assessed in the final report for this project. The turnover in the evaluator position was smooth and caused no disruption to the program. The new evaluator is knowledgeable about research and evaluation techniques, and she is skilled in program management.

Program Changes

The goals, theory, and objectives of the program remained unchanged during the 1981-82 year. One new program component--Student Team Learning--was added and three--the Speakers Bureau, Summer Program to Access Creative Experiences, and the M.U.S.C. Career Awareness and Training Programs--were dropped.

In Spring, 1982, the program managers reorganized the 28 PATHE interventions into five major categories of interventions. This reconceptualization of the program, which amounted to combining interventions that had previously been regarded as separate program components, helped to organize and focus program operations. A description of the PATHE interventions as reorganized follows. Descriptions of the components are provided only for those interventions which changed significantly or were added since the first interim report, or whose original descriptions required elaboration.

PATHE Organizational Structure

This school level intervention is intended to establish and maintain an organizational structure which facilitates shared decision making among community agencies, students, teachers, school administrators and parents in the management planning for the school. The intervention provides training in assessing needs, researching problems, defining objectives, developing and implementing plans, assessing progress and redefining strategies. The sub-components of the intervention follow.

Curriculum Review and Revision provides a structure for ongoing review and revision of the curriculum policies. It identifies training and material needs, provides for faculty inservice training, and operates a "resource room."

Discipline Policy Review and Revision provides a structure for ongoing review and revision of the discipline policies. This includes the establishment and maintenance of a discipline referral system and strategies to generate and publicize school and classroom rules. This activity also identifies training and material needs, provides for faculty inservice training, and identifies materials to be stocked in the "resource room."

Leadership/Support Teams receive training in leadership skills and are given the opportunity to participate in the planning and implementation of school improvement projects. Each team member gains management experience in assessing needs, stating objectives, planning and implementing strategies, and assessing progress toward goals. The four teams are the Curriculum Support Team, Student Concerns Support Team, Student Leadership Team, and the Parent Leadership Team.

Business/Education Partnerships (high schools only) are formed between the school administration and local businesses. Businesses offer management assistance and other resources to the schools.

Faculty-Administration Team Building includes strategies aimed at involving administrators and teachers in school improvement activities, and providing training for school staff in areas identified as weak.

School-Wide Academic Innovations

Some academic services that had previously been defined as school-wide services, such as specialist tutoring, "outside" and peer tutoring, and diagnostic testing/individualized instruction were focused primarily on target students during 1981-82. Two other services, the middle school Exploratory program and the Curriculum Guide development and distribution component were taken over by the school district. PATHE continued to assist with these programs in several schools, but they were not major foci of the program. The remaining school-wide academic components are Study Skills Training, the Reading Experience Program, the Test-taking Skills Program, the Field Trip Program, and Student Team Learning.

Student Team Learning is a set of instructional techniques that translates into classroom practice several well-known principles of learning. Team members in STL classrooms study and drill together and prepare for quizzes or cross-team competitions. Rewards for academic improvement are given to the heterogeneous student teams based upon the progress of the team. The techniques have received positive evaluations for enhancing learning, self-concept, liking of school and increasing cross-race and cross-sex friendships (Slavin, in press). During the 1981-82 school year specialists in all PATHE schools were trained in STL methods, as were teachers in four of the seven schools. Teachers in three schools tried out the methods in their classrooms before the close of the school year. Additional teacher training and careful monitoring of the use of the techniques in classrooms are planned for the 1982-83 school year.

School-Wide Affective Innovations

These interventions are targeted at general school climate improvement. Staff counseling, previously considered a school-wide intervention, is now being directed primarily toward target students. The subcomponents of the school-wide affective intervention are the School Pride Campaign, which includes activities aimed at improving the overall image of the school, and the Extra-Curricular Activities program and the Peer Counseling or "Rap Sessions" program.

"Rap sessions" are sessions in which adults present information on topics of concern (such as drug use or teenage pregnancy) to students and students react to and discuss the topic. These sessions were found by the specialists and program managers to be an acceptable substitute for peer counseling sessions, which had proven difficult to implement.

Career-Oriented Innovations

Programs to increase transitions to college and work (high schools only) include the Career Exploration Programs--FACET and the Trident Tech Fall and Spring Programs, opened to women during the 1981-82 school year--and the Job-seeking Skills Program.

Services to Target Students

This component was strengthened in Spring, 1982. The following paragraphs describe the redesigned program. The actual services provided to target students during the

1981-82 school were much less intensive and less programmatic than is implied by the following discussion. The implementation section of this report will discuss in detail actual services to target students during the 1981-82 year.

The target student service component is intended to provide affective and academic services to a subpopulation of "target" students identified as in need of special services. The idea behind this strategy is that each school has a group of students that will not be reached by the organizational-level PATHE components. These students need highly individualized treatment in order to get them to the point that they will benefit from the classroom and school level PATHE innovations. The direct service component is intended to identify appropriate target students, diagnose their needs, define behavioral treatment objectives, prescribe appropriate intensive services, monitor progress toward objectives and frequently reassess the appropriateness of the treatment for addressing the problem.

Program Management and Evaluation

The program managers implemented a true experiment, developed a data base for management information, and established implementation standards for each program component during the 1981-82 year. Each of these activities enhanced the manageability and the evaluatability of the program.

Evaluation design. Students eligible for PATHE direct service were randomly assigned to target and control conditions in September, 1982 from a pool of eligibles made up of all students in each PATHE school and the sixth grades of each feeder elementary school who had been suspended during the 1980-81 school year, were referred to the PATHE program by a teacher, or whose achievement test score (the CTBS total test score) fell in the bottom twenty-fifth percent of scores for that school. Teacher referrals were obtained by sending the form shown in Table 1 to every homeroom teacher in grades five through eleven of the PATHE and feeder schools. The criteria listed at the bottom of the form are the same selection criteria that were established for the program at the time of the initial grant proposal.

This procedure resulted in pools of different sizes for the seven PATHE schools. The pools for the high schools, but not the middle schools, were of sufficient size to constitute target and control groups of equal size. In the worst middle school case, 71% of the pool had to be randomly assigned to the treatment condition in order to fill the 100 treatment slots required as a condition of the grant.

Tables 2 and 3 show the results of a post-randomization check. Only one of the comparisons shows a significant pre-treatment difference between target and control groups. At least one significant difference at the $p<.05$ level would be expected to occur by chance if the groups were, in fact, equivalent.

Although implementation data to be presented later show a partial breakdown of the experiment in some schools, the design was implemented with enough integrity to enable the detection of program effects. The program managers have taken steps to monitor the design of the experiment during the 82-83 school year and have established clearer expectations for level and quality of services to target students. These program changes, coupled with the decision to retain the 81-82 target and control groups, should result in more dramatic treatment-control differences at the end of the 1982-83 school year.

Management information system. The evaluator established a management information system which organized data on level of services to all students in the school. Data collected in this way were used to report on implementation levels during the Fall ´82 semester and again for the entire year (included in this report). The mid-year report based on these data exposed unexpected low levels of direct service to target students. It precipitated a major restructuring of the direct service component of the program to allow for more intensive and programmatic target student services.

Implementation standards. The third major improvement in the management of the project was the establishment of implementation standards for each program component. The program implementers defined the standards and used them to monitor the level of implementation of each program component. The ratings derived from these standards will be discussed in the implementation section of this report.

Effectiveness

The effectiveness of the PATHE program is assessed at two levels: Comparisons of 1980-81 to 1981-82 school year school averages and comparisons of randomly assigned treatment and control students on measures of PATHE goals and objectives.

Measures are taken from the SAES student and teacher surveys (Gottfredson, Ogawa, Rickert, & Gottfredson, 1982; Gottfredson, Gottfredson, & Cook, 1983) and Charleston County School District records of grades, California Test of Basic Skills scores, attendance, suspension, expulsion, and disciplinary incidents. The item content and psychometric properties of all survey measures are described in Chapter 3 of this volume.

Change from 1981 to 1982 was assessed for all outcomes measured by the SAES with the exception of delinquency for the middle schools (the Charleston project had the self-report delinquency items deleted from the Spring, 1981 survey for their middle school students). Bar charts showing the amount of change on each outcome for each school are available (Gavurin, Hybl and Gottfredson, 1982) and have been used as a formative evaluation tool by the PATHE project implementers. This report discusses only outcomes directly tied to project PATHE´s goals and objectives.

Tables 4a through 4c show differences between the 1982 and the 1981 school scores on survey measures relevant to the project´s goals and objectives. Tables 5 and 6 show change from baseline to 1982 on measures of goals and objectives for which we have data from official school records. Tables 7 through 10 show means for target and random-equivalent control students on all goals and objectives. The discussion which follows will summarize the information in these tables.

Differences from 1981 to 1982 and between the target and control students are generally not large. Although few reach statistical significance according to conventional standards, some consistent trends warrant discussion. Throughout the following pages I will consider the direction of the observed difference as well as the probability of observing such a difference if project PATHE is not effective.

t-statistics for comparisons of target and control groups are based on the observed means and standard deviations for each group on Spring, 1982 measures of goals and objectives. t-statistics for comparisons of 1981 and 1982 student compositional measures (i.e., school averages on characteristics of the students) are based on the observed school means and standard deviations for each year. For comparisons of 1981 and 1982 school climate measures (i.e., student and teacher reports of the school environment), the "t-statistic" is the ratio of the difference between 1982 and 1981 scores to the standard error of measurement of the 1982 scores for all but St. Paul schools in the OJJDP initiative. Climate measure differences that exceed twice their standard error of measurement may be regarded as dependable.

The following paragraphs use information about the direction of the difference score to assess school level effects of the PATHE program. The reader should be aware that some of the differences are close to zero, but are still interpreted as improvements or regressions, depending on the sign.

Delinquency

School level. Measures of delinquent or disruptive behavior--suspensions and self-reported delinquency--show the same pattern of results for high schools (Tables 4c and 5). Each of the three PATHE high schools experienced a decline from 1980-81 to 1981-82 in both the number of suspensions and self-reported delinquent behavior. For St. John's high school, the reductions in Drug Use and Total Delinquency were statistically significant. For the other two high schools, the decline in suspensions was statistically significant. The high school control school experienced an increase in suspensions and in self-reported delinquent behavior.

Progress in the middle schools on this outcome is more difficult to assess: The self-report delinquency items were deleted from the Spring, 1981 middle school survey, and aggregate level suspension data from official records (Table 5) do not accord with self-reported suspensions from the survey (Table 4a). Official records show an increase in suspensions for three of the four PATHE middle schools as well as their comparison school. Self-reports suggest that suspensions were down in two of four PATHE middle schools as well as in the comparison middle school.

Alternative measures of school disruption shown in Table 4c show an increase in students' and teachers' perception of safety and a decrease in student reports of victimization in six of the seven PATHE schools. Several of these changes were statistically significant. Both comparison schools experienced increased student victimization but students in one and teachers in both comparison schools reported more school safety.

Individual-level. Treatment-control student comparisons on measures of delinquency (Table 7) show little evidence of a program effect on this outcome. Although one of the seven schools showed a significant reduction in delinquency among target students, the direction of the treatment-control difference favored control students about as often as target students in the other schools. Comparisons of suspensions and disciplinary incidents in the school show similar results.

Attendance

School-level. Attendance rates in the Charleston County schools are typically high (in 1980 the average daily attendance rates for the PATHE and control schools ranged from 89 to 94 percent). Ceiling effects, the initiation during the 1981-82 school year of a strict district-wide attendance policy, and the fact that most school personnel (including PATHE specialists) do not perceive nonattendance to be a problem, all reduce the likelihood of program effects on attendance rates. Tables 4c and 5 show that attendance did in fact increase in all three PATHE high schools and one or two of the PATHE middle schools (depending on the source).

Individual level. The target-control comparisons are promising for both high and middle PATHE schools (Table 8): Although the differences never reach statistical significance, target students in five of the seven schools have a lower proportion of unexcused days absent to total days enrolled than do control students. The other two schools show no difference between target and control students.

Academic Achievement

School-level. All Charleston schools, PATHE and control, improved from 1981 to 1982 on California Test of Basic Skills scores, and this improvement was more pronounced in the middle than in the high schools (see Table 6). The extent to which project PATHE contributed to the improvement is unclear, but the evidence favors PATHE: By and large the improvement in Charleston high schools on CTBS test scores was minimal and did not reach statistical significance. One PATHE high school--Burke--was a clear exception to this rule. Table 6 shows a consistent statistically significant increase in test scores for Burke. Evidence from many sources--ratings of the strength and fidelity of implementation and observations and interviews with the Burke specialists--show that Burke implemented the school-wide academic components of the program with much more fidelity to the program plan than did the other PATHE high schools.

Individual-level. Other evidence favoring a positive effect of the PATHE program on achievement comes from target-control comparisons (Table 9). Comparisons of the percent scoring in the bottom national quartile of the 1982 CTBS show that in only one school did the control students fare better than the target students. The overall treatment-control difference reaches statistical significance in Language, an area that several PATHE specialists focused on during the year, as well as for the total battery. The direction of the difference favors the target students for all subareas. Target-control comparisons of school grades also favor PATHE in six of the seven schools, and the difference for percent receiving failing grades averaged across all subject areas reaches statistical significance.

Transition to Employment and Post-secondary Education

This outcome will be assessed in the final report, but see the "Educational Expectations" objective below.

PATHE Objectives

The PATHE managers identified a number of intermediary outcomes toward which the program is aimed. These intermediary outcomes, or "objectives," are primarily student and teacher attitudes, but also include certain teacher behaviors. Relevant comparisons for each of the PATHE objectives are shown in Tables 4a, 4b, 4c, and 10. Because many of the objective measures are somewhat redundant, I will summarize only the major dimensions here.

Teacher Morale (Teacher Reports)

Every PATHE school and the middle school comparison school experienced an increase in teacher morale. The high school comparison school declined in teacher morale.

Reports of Planning & Action and Smooth Administration

Both teachers and students reported on the extent to which their school is characterized by planfulness and innovative attitudes, and teachers reported on their perceptions of the extent to which the school is run smoothly and effectively. According to students in four of the seven PATHE schools, the degree of planning decreased from 1981 to 1982. Three of the four schools that did not improve were already above the 85th percentile for schools in the study, though. Students in both comparison schools reported a decline in planning.

Teachers reported an increase in planning and in smooth administration in five of the PATHE schools. Both comparisons schools declined on both of these teacher measures.

Teacher Expectations for Student Achievement (Teacher Reports)

The direction of change was positive in four of the seven PATHE schools--two middle and two high--and in one of the two control schools.

Student Reports of Rewards and Punishments in School

Students in five PATHE schools reported an increase in rewarding and a decrease in punishing experiences in school from 1981 to 1982. Both comparison schools experienced a decrease in these intermediary outcomes. Of the two PATHE middle schools with increases in students' reports of school experiences as punishing, one was already extremely low on this measure.

Treatment/control comparisons of rewarding and punishing experiences in the middle schools showed differences favoring the treatment students in three of the four schools. One comparison reached statistical significance. In only one of the three high schools did the direction of the treatment/control difference favor the treatment students.

Students Reports of Fairness and Clarity of Rules

Three of the PATHE schools increased on both measures, and another two increased on students' perceptions of the clarity of the rules, though not the fairness. Two of the seven PATHE schools declined on both measures, and both comparison schools declined on both measures. The magnitude of the changes from year to year is noteworthy. The two PATHE schools that declined from 1981 to 1982 on the Clarity of Rules scale declined only slightly (in fact, the difference score equals zero when rounded off). The decline experienced in the comparison schools was greater. The major PATHE activities aimed at increasing rule fairness and clarity occurred during the 1980-81 school year. The PATHE discipline referral system was instituted during that year, and several PATHE schools had schoolwide campaigns to generate and publicize school and classroom rules. During the 1981-82 year the PATHE program focused on maintaining the level of fairness and clarity that had been achieved as a result of the previous years activities. This objective was met.

Interpersonal Competency

All Pathe middle schools and one PATHE high school improved on this outcome. Both comparison schools declined. The two PATHE high schools that did not improve were already above the 94th percentile for all schools in the study, and their decline was slight.

The treatment/control comparison favored PATHE students in three of the four middle and in two of the three high schools, although no difference reached significance.

Self-Concept

All PATHE and control schools improved. Treatment/control comparison favored PATHE students in all middle schools and in one high school.

Alienation

All PATHE schools improved on this outcome. In one middle school the improvement was substantial. The middle school comparison school experienced a substantial increase in alienation among students and the high school comparison also increased.

Target students in two of the four middle schools and in one high school felt less alienated than their controls.

Involvement

All but one of the Charleston schools--PATHE and control--scored above the 85th and five scored above the 94th percentile on involvement for all schools in the study on the Spring, 1981 survey. Although improvement on this measure is improbable for the Charleston schools, three PATHE and one comparison school did improve on this measure. It is difficult to determine how much of an effect the PATHE program had on this outcome. Although activities aimed at increasing involvement were carried out in the PATHE schools, poor documentation of the percentage of students involved in the activities and the frequency of students' participation in extracurricular activities prevent a systematic evaluation of the program's effects in this area. Unfortunately, attempts to improve the monitoring of extracurricular activities for the 1982-83 school year are also failing.

Target-control comparisons on students' reports of involvement are also inconclusive. The comparison favors PATHE students in three middle schools and one high school, but never reaches statistical significance. Also, the pattern of differences does not accord with the implementation data. The PATHE schools for which target students' reports of involvement exceeded those of control students by the greatest margin were typically schools whose records showed the least target-control difference in actual participation in extracurricular activities. Several specialists explained that their records of extracurricular activities were inaccurate.

Attachment to School

The program had positive effects on this key intermediary outcome in the middle schools. All improved on this outcome while the comparison middle school declined substantially. Only one of the PATHE high schools improved on this outcome, but of the two that declined one started out and remained above the 94th percentile. Middle school target students reported higher levels of attachment in every school, but only in one high school did this comparison favor the program (in a second high school there was no difference). The high school with the highest school-wide attachment had an apparent negative effect on its target students ($p<.01$).

Educational Expectations

Students in two middle schools and two high schools in the PATHE program reported increased educational expectations. Students in one comparison school also reported increased expectations. In only one treatment/control comparison did the direction of the difference favor the PATHE target students.

Belief in Rules

All but one of the Charleston schools (a PATHE school) increased on this measure. Roughly half of the treatment/control comparisons favored the PATHE students.

A Closer Look at Burke

The most surprising finding of this interim evaluation is a consistent trend toward a negative effect on target students in Burke, one of the PATHE high schools. The result is doubly troubling because the Burke operation is regarded as the closest approximation (among high schools) to the ideal implementation of the PATHE program. The school stands out on all measures of implementation for school-wide activities, and its improvement from 1981 to 1982 on PATHE goals and objectives was second only to Haut Gap, the middle school which also implemented the program with excellence. How might Burke's negative results be explained? There are several possibilities:

1) The control students received more treatment than the target students,
2) The "worst" control students dropped out of school while their equivalent target students remained in school, thus making the groups nonequivalent (because dropouts were not included in the data collection), or the "worst" control students did not take the spring 1982 survey, and
3) The treatment was harmful.

Each will be discussed in turn.

Table 11 compares the total number of contacts with specialists recorded for the 1981-82 school year for Burke High School and all other PATHE schools. It shows that control students did not receive more services than treatment students at Burke. This is true also for the subset of target and control students who took the Spring survey. The PATHE specialists in the school admitted that they may have been more careful to record contacts with target than control students because they were concerned with "getting credit for" their target student contacts. The underreporting of control student contacts would have had to have been blatant in order to explain the differences on outcomes favoring control students, though.

The second hypothesis, that of differential attrition from school or from the survey administration, is also not supported by the data. The "original" and "final" columns in Table 2 show no pre-treatment difference between CTBS scores for target and control students who left school before Spring, 1982 when the CTBS test was administered. According to these figures, dropout did not change the equivalency of the target and control groups. Similar analyses comparing 1981 CTBS measures for target and control students who took the Spring, 1982 survey also disconfirmed the differential attrition hypothesis. Among students who took the 1982 survey at Burke, control students did not have a pre-treatment "advantage" over target students.

Might the treatment at Burke have caused target students to report less attachment to school, score lower on achievement tests, have lower expectations for completing high school and have fewer jobs than equivalent students who received one third as much treatment? Observations of the Burke specialists in action imply that the opposite should occur. Both specialists are experienced teachers, have excellent rapport with the students, teachers and administrators in the school, are perceived as extremely hard-working individuals, are advocates for the students while being firm disciplinarians, and above all are dedicated to their work. Their teaching style seems to accord with that suggested by research: Their instructional pace is rapid and their tutoring group size is always sufficiently small to allow for individualized attention.

Two hypotheses about the way the PATHE treatment was administered at Burke were examined: Differences between Burke and other schools in the standard deviation for number of contacts (see Table 11) raises suspicion. The frequency distributions for total number of contacts show that at Burke a few students (both treatment and control) had extremely high numbers of contacts with the specialists. Although the distributions for most of the students in Burke and other schools are similar, the top 5% of the distribution received between 45 and 60 contacts at Burke and only between 18 and 45 contacts at the other schools. Target students were more likely to be among those students receiving extreme amounts of service. The hypothesis that a high amount of contact with specialists causes target students to dislike school was examined and disconfirmed. Number of contacts with specialists is slightly positively related to attachment to school for target students ($r=.07$, $p=.08$) and slightly negatively related for control students ($r=-.09$, $p=.06$) for all PATHE schools. The associations are stronger at Burke, reaching statistical significance at the $p<.05$ level (target: $r=.21$; control: $r=-.28$). Target students who received extreme amounts of service liked school more, not less, than those receiving less service.

One final difference between the way direct services are provided at Burke and other schools is noteworthy. Tables 15 through 21 show that Burke is the only PATHE school which provided more academic than affective types of services to target students. The difference may have resulted from differences in recording practices across schools, but observations and interviews with the specialist at Burke also suggest that the emphasis is on academics. The Burke specialists frequently work as a team with small groups of students, tutoring and providing counseling as needed. Tutoring seems to be the major focus in these small group sessions. PATHE specialists at other schools work more independently and schedule entire sessions solely for counseling.

The hypothesis that the ratio of academic to affective services is central to the success of the PATHE program is currently being tested. This ratio is a variable central to the PATHE philosophy: The program rests on the notion that students need both academic and affective support. The program managers chose to compromise this notion when they responded to the federal budget cut by severely curtailing affective services in half of the PATHE schools for the 1982-83 school year.

Summary of Outcome Evaluation

The effects of the PATHE program differ according to target (i.e., treatment-control comparisons vs. school-level change) and level (i.e., middle vs. high schools).

Target Students

Program effects on target students are more evident at the middle than at the high school level. In general, target students in the PATHE high schools seem not to have benefited from the program any more than did the typical, nontargeted student in the school during the 1981-82 school year. The results for academic achievement are an exception, though: Target students in all PATHE schools save one high school fared better than their random-equivalent controls on this outcome. Target students in all middle schools attended school more often and out-achieved the controls, and they reported higher levels of school attachment and more positive self-concepts. Only for the achievement outcomes do the differences reach statistical significance, though.

School-level

Comparisons of 1981 to 1982 changes in school averages on PATHE´s goals and objectives must be approached with more skepticism than comparisons of randomly assigned treatment and control students. Even when improvement is observed from year to year we cannot be sure that the PATHE program caused the improvement. Schools were not randomly assigned to treatment, and we have only two Charleston schools with which to compare the PATHE schools.

School-wide improvements on PATHE goals and objectives are generally more evident at the high than at the middle school level, although the "most improved" school is a middle school. PATHE high schools improved on 80% of the outcomes examined, while the PATHE middle schools improved on 69%. All three PATHE high schools and two of the four PATHE middle schools improved significantly on several of the outcomes examined in Tables 4a and 4b.

The Sign Test (Siegal, 1956) can be applied to the results in Table 4c to determine the probability that the observed pattern of changes could have resulted by chance. The direction of 1981-1982 change is treated as a binomial variable with a probability of improving of .5. Several of the findings discussed above are found to be improbable when this test is applied. For example, the observed decrease in student alienation in every PATHE school and increases in teacher morale and student positive self-concept in every PATHE school would occur by chance only eight times in one thousand. The patterns of increases and decreases for students´ and teachers´ reports of safety, student victimization and belief have only a .06 probability of occurring by chance. The PATHE school improvements for teacher reports of smooth administration and planning and action, student reports of rewarding school experiences, clarity of rules, interpersonal competency, and attachment to school also have a low likelihood of occurring by chance given that both comparison schools regressed on these measures. All of the above-mentioned findings favor the PATHE program. None of the variables examined in Tables 4a through 4c show disadvantages for the PATHE schools. These probabilities and those reported in the following paragraph are not corrected for possible ceiling effects which, as I mentioned in the previous section, sometimes make improvement from 1981 to 1982 improbable.

A gross measure of program effectiveness is simply the ratio of outcomes on which a given school improved from 1981 to 1982. If we assign a score of one to each outcome examined in Tables 4a through 4c that moved in the positive direction and a score of zero to those that did not, and then rank the seven program and two comparison schools from lowest to highest on the degree of positive change from 1981 to 1982 there is no overlap between the average rankings for the comparison and the PATHE schools. That is, the average improvement for the highest-ranking comparison school is lower than the average improvement for the lowest-ranking PATHE school. PATHE schools improved on 64% to 82% of the outcomes in Tables 4a through 4c with an average of 74% improvement. The comparison schools improved on 24% and 45% of the outcomes with an average of 34%.

Program Implementation

Information on level of program implementation comes from two main sources. "Intensity" standards, (standards for the amount of services provided by PATHE personnel), and "fidelity" standards (standards for the quality of the services rendered) were developed by the program managers to assist in project management and evaluation. Each school in the PATHE program was rated for intensity and fidelity twice during the 81-82 school year, once at midyear and again at the end of the school year. A five point scale ranging from zero (does not meet standard/not implemented) to 4 (exceeds standard) was used. The ratings were based upon documented contacts with students, teachers and parents, minutes and agendas from meetings, logs of resources used and interviews with PATHE specialists. The standards are shown in Tables 12 and 13, and the averages of the two ratings for each school are shown in Table 14.

The second major source of program implementation data for 1981-82 is information about the nature and duration of PATHE specialist-student contacts. These data come from a management information system developed by Ann Birdseye, the former PATHE evaluator. Data from contact logs and sign-in sheets were entered into computer files and reorganized to facilitate analysis. Tables 15 through 21 compare levels of treatment for target and control students and for the entire school. Several points can be drawn from these tables:

Experimental design breakdown. The experimental design was not upheld in most schools. The most severe breakdowns occured in Courtenay and Rivers middle schools, where control students received close to one half as much treatment as target students. In both of these schools, control students received more direct services than did other non-targeted students in the school. In other words, it appears that control students were singled out for treatment or that the specialists in these schools had special difficulties withholding treatment from control students referred for service. Control students in Burke also received more treatment than other non-targeted students, and received about one third as much direct service contact as the target students. All other schools except for Haut Gap treated control students one-fifth to one-third as much as the target students, but these ratios would be expected if control students received only those services directed at all students in the school, which was in accord with the experimental design.

Intensity of direct services. The level of direct services to target students did not reach acceptable levels in most schools. According to the intensity standards set by the program managers, target students were to have at least eight contacts with the specialists during the year. Rhett exceeded this standard but was the only PATHE school to meet it. Haut Gap and Brown fell seriously short with less than half of the required number of contacts.

Overall program accomplishments. On the average, PATHE schools met about 75% of the program standards. The academic interventions were implemented most faithfully and the services to target students least faithfully program-wide. The intensity and fidelity ratings suggest that the team structure and the career interventions were implemented almost up to standard in the high schools, and that the affective interventions lagged behind. According to the ratings, the middle schools implemented the program with less fidelity than the high schools.

The most vigorously implemented components include Student Leadership Teams and Curriculum Review and Revision for all schools, and Parent Leadership Teams, School Pride Campaigns, Field Trips, Reading Experience Program, Job-Seeking Skills and Faculty Inservices for high schools only. The least well-implemented components included services to target students and extracurricular activities (all schools) and Business-Education Partnerships, Peer Counseling, Tutoring, Job-Seeking Skills and Faculty Inservices (middle schools only).

Caution should be exercised in interpreting the implementation data. Only a moderate degree of correspondence between outcome measures and implementation levels was observed: School-wide academic and affective components were implemented best, and the outcome data show most improvement in these areas. By and large, however, the schools which would be expected, on the basis of the implementation data, to show the most improvement in certain areas often did not. The moderate level of correspondence is explained by two factors: The project never established a workable system for collecting data on some PATHE activities--notably extracurricular activities and school-wide activities such as the study and test-taking skills programs. Also, the intensity and fidelity standards were sometimes unrealistic and were not well-understood by the PATHE specialists. This problem was corrected for the 1982-83 year. The standards are now more realistic and have been communicated to all specialists.

Discussion

The establishment of an experimental design, implementation standards and a system for monitoring program activities during the 1981-82 school year strengthened the PATHE program and its evaluation. The program was more focused and systematically implemented than in its previous year. Specialists reported that the monitoring system facilitated their jobs because it helped them to organize and prioritize activities and to manage their time better.

Educational expectations did not improve. One objective central to the PATHE program was not met during the 1981-82 year. The expectations of students and teachers for the students' academic success did not increase. In 1981, teachers in PATHE schools reported that between 28 and 39% of the students they teach are low ability students. Between 55 and 77% of students in these same schools reported that they expected to continue some type of schooling after high school. The 1982 figures are roughly the same. Target-control student comparisons on this outcome also tended toward the negative: Control students in five of the seven PATHE schools had higher educational expectations than did the target students, and the difference reached statistical significance in one school.

Although the largest school-wide gain in this area was observed in Burke--the school which implemented the school-level components of the the program with most fidelity to the PATHE theory, the absence of evidence of overall program effectiveness in this area suggests the need for better-defined program components aimed at increasing expectations. The "individualized" approach taken by many educators and the reliance of many counseling techniques on information about the child's background may in fact serve to foster low expectations.

An example of subtle undermining of the program objective comes from an interview with one PATHE specialist who reported frequently taking teachers aside and "filling them in" about the child's home life so that the teacher might react more appropriately to the child's behavior. Although offering this type of "assistance" is probably not an uncommon practice among counselors, it certainly is not in accord with the PATHE model.

Projected Program Improvements

The program managers have already taken steps to improve the program in areas identified as weak during the 1981-82 school year. The most dramatic change is in the target student service component. Blueprints for services to target students have been developed and shared with the specialists, and these services are monitored carefully by the program manager and evaluator on an ongoing basis. Early signs from the first quarter of the 1982-83 school year suggest that target students are receiving much more service of a higher quality than they were last year. This improvement also seems to be solving the problem of the experimental design breakdown: The increased expectations for services to target students made it necessary for specialists to establish treatment schedules for students. In order to keep up with the schedules, specialists are withholding services to nontarget students more often.

An improved system for monitoring program activities was developed and implemented in Fall, 1982. The new system identifies problem areas early so that the program manager can work with the specialists to correct implementation breakdowns in a timely fashion. Early evidence also suggests that this system is strengthening the PATHE program.

Conclusion

Interim results of the evaluation of Project PATHE suggest the following:

1. Program effects on high risk students targeted by the PATHE program are more evident at the middle than at the high school level.

2. Target students in all middle and two high schools scored higher on standardized achievement tests and received higher grades than did random control students. These results reached statistical significance.

3. Target students in all four middle schools attended school more often, reported higher levels of attachment to school, and more positive self-concepts than did the controls, although these differences did not reach statistical significance.

4. Target students in one middle school reported significantly less serious delinquent behavior than random-equivalent control students.

5. School-wide improvements on PATHE goals and objectives are generally more evident at the high than at the middle school level. PATHE high schools improved from 1981-1982 on 80% of the outcomes examined. PATHE middle school improved on 69% on the average.

6. Every PATHE school improved from 1981-1982 on student Alienation and Positive Self-Concept and Teacher Morale. Six of the seven PATHE schools improved on students' reports of Victimization, and Safety, Belief in Rules, and teachers' reports of Safety.

7. Every PATHE high school experienced a reduction in delinquent behavior and suspensions from 1981-1982. For one the reduction in Delinquency was statistically significant, and for the other two the reduction in the number of suspensions was statistically significant.

8. School-wide academic interventions were implemented with most integrity during the 1981-82 year. The high schools generally met or exceeded program standards in this area, and the middle schools met about 75% of the standards.

9. Target student services were generally weak, compared to program standards. Only one middle school met the intensity standards established by the program managers.

References

Birdseye, A. T. Evaluating the Implementation of a Delinquency Prevention Program: The PATHE Experience. Paper presented at the Annual Meeting of the American Educational Research Association, New York, March, 1982.

Gavurin, S., Hybl L., & Gottfredson, D. C. Project PATHE: Interim evaluation results. Baltimore: Center for Social Organization of Schools, 1982.

Gottfredson, D. C. Interim evaluation of project PATHE--Charleston. In Gottfredson, G. (ed.), The School Action Effectiveness Study: First Interim Report. Baltimore: Center for Social Organization of Schools, 1982.

Gottfredson, G. D., Gottfredson, D. C., & Cook, M. S.(eds.). The School Action Effectiveness Study: Second interim report. Baltimore: The Johns Hopkins University, Center for Social Organization of Schools, 1983.

Gottfredson, G. D., Ogawa, D. K., Rickert, D. E., & Gottfredson, D. C. Students and teachers in context: The measures used in the School Action Effectiveness Study. In, Gottfredson, G. (ed.), The School Action Effectiveness Study: First Interim Report. Baltimore: Center for Social Organization of Schools, 1982.

Siegal, S. Nonparametric Statistics for the Behavioral Sciences. New York: McGraw-Hill, 1956.

Slavin, R. E. Cooperative Learning. New York: Longman, in press.

Table 1

Student Selection Form

		Do you think this student should be a PATHE target student next year?		PATHE SELECTION CRITERIA (check all criteria that apply to each student*)						
Name	ID	YES	NO	1	2	3	4	5	6	7

(students' names were preprinted here)

Please list all other students in your homeroom not included in above list:

Please list any other students not in your homeroom who should be selected as PATHE target students next year:

*Numbers one through seven refer to the following PATHE selection criteria:

1. previous expulsion, suspension, or involvement in a number of disciplinary actions
2. social promotion or previous retention
3. decline in performance level over past 3 school years
4. previous request for guidance or counseling due to a special need or problem
5. tendency to cut class (truant)
6. difficulty with the law (delinquent)
7. referral by a school/community agency

Table 2

Spring 1981 California Test of Basic Skills Standard Scores for Target and Control Groups, by School

		Reading			Math			Language			Total[a]					
											Original			Final		
		$\bar{x}$	SD	N	$\bar{x}$	SD	N	$\bar{x}$	SD	N	$\bar{x}$	SD	N	$\bar{x}$	SD	N
Courteney																
Target	(N=83)	376	68	79	389	56	78	402	65	79	363	68	78	365	68	74
Control	(N=80)	374	62	77	388	53	76	397	60	77	361	60	76	362	60	73
Rhett																
Target	(N=62)	415	58	60	407	55	61	423	65	60	390	62	60	389	63	55
Control	(N=54)	406	64	50	405	42	49	420	59	50	388	51	49	389	52	46
Rivers																
Target	(N=86)	400	65	77	396	50	79	414	59	77	380	54	77	382	53	68
Control	(N=75)	399	70	65	400	43	66	419	63	66	383	56	64	382	59	56
Haut Gap																
Target	(N=65)	407	69	59	401	46	58	422	60	59	387*	58	57	385	54	51
Control	(N=23)	378	48	21	378	51	21	392	57	21	354	53	20	358	47	18
Brown																
Target	(N=83)	449	77	73	456	70	70	466	69	73	445	75	70	448	74	58
Control	(N=80)	450	68	71	455	66	70	457	66	71	440	69	70	439	68	61
Burke																
Target	(N=80)	442	82	79	424	63	74	444	78	79	414	69	73	418	72	61
Control	(N=77)	436	81	75	424	62	71	441	71	75	414	71	71	420	68	57
St. Johns																
Target	(N=78)	469	87	65	458	78	64	466	74	66	450	83	62	449	85	43
Control	(N=76)	464	69	64	453	71	62	454	72	65	442	73	60	430	69	48
All Schools																
Target	(N=540)	422	79	492	418	66	484	434	71	493	403	74	477	402	73	410
Control	(N=464)	419	75	423	418	63	415	430	68	425	402	71	410	400	69	359

*Difference between target and control groups is significant at the $p<.05$ level.

[a] Figures under the "original" column represent group averages for all 1981-82 target and control students who took the CTBS test in Spring, 1981. Figures under the "final" column represent averages for all target and control students who took the Spring, 1981 CTBS test as well as the Spring, 1982 CTBS test. Total N's (in parentheses) are the number of cases initially randomized into treatment and control conditions.

Table 3

Means and Standard Deviations for Teacher Referrals to PATHE and Number of Suspensions, 1980-81

	Number of Referrals to PATHE		Number of of Suspensions	
	$\overline{X}$	SD	$\overline{X}$	SD
Courtenay				
Treatment (N=83)	.61	.49	.06	.24
Control (N=80)	.54	.50	.08	.31
Rhett				
Treatment (N=63)	.46	.50	.25	.57
Control (N=52)	.58	.50	.17	.43
Rivers				
Treatment (N=85)	.53	.50	.25	.53
Control (N=75)	.63	.49	.12	.40
Haut Gap				
Treatment (N=64)	.50	.50	.12	.33
Control (N=23)	.39	.50	.00	.00
Brown				
Treatment (N=81)	.63	.48	.63	.86
Control (N=78)	.50	.50	.58	.75
Burke				
Treatment (N=86)	.20	.40	.24	.51
Control (N=80)	.18	.38	.31	.61
St. Johns				
Treatment (N=78)	.46	.50	.77	1.02
Control (N=76)	.43	.50	.88	1.36
All Schools				
Treatment (N=540)	.48	.50	.34	.68
Control (N=464)	.46	.50	.35	.78

Note--Total N's (in parentheses) are numbers of cases initially randomized into treatment and control conditions.

Table 4a

1981 to 1982 Difference Scores for School Averages on Survey Measures of PATHE Goals and Objectives--Middle Schools

	Courtenay		Rhett		Rivers		Haut Gap		Laing (control)	
Goal or objective measure	diff	t	diff	t	diff	t	diff	t	diff	t
Total Delinquency (-)	---	---	---	---	---	---	---	---	---	---
Serious Delinquency (-)	---	---	---	---	---	---	---	---	---	---
Drug Use (-)	---	---	---	---	---	---	---	---	---	---
Suspensions (-)	.01	.19	-.08	-2.62	.01	.37	-.01	-.18	-.03	-.96
Victimization (-)	-.03	-1.61	-.01	-.86	-.02	-1.33	.02	1.69	.00	.05
School Nonattendance (-)	.02	.57	.03	.67	.00	-.00	-.03	-1.06	.01	.27
School Rewards (+)	.02	.71	.02	.60	-.02	-.88	.02	.65	-.03	-1.19
School Punishments (-)	-.01	-.30	.02	.98	.02	.71	-.02	-.87	.05	2.45
Interpersonal Competency (+)	.02	1.29	.05	2.68	.02	1.15	.03	1.31	-.02	-.88
Positive Self-concept (+)	.00	.26	.02	1.04	.03	1.69	.04	2.18	.02	1.52
Alienation (-)	-.01	-.36	-.07	-2.97	-.03	-1.21	-.05	-1.63	.00	-.15
School Attachment (+)	.00	.05	.02	1.17	.01	.27	.04	1.76	-.05	-2.65
Educational Expectations (+)	-.06	-.46	.01	.11	-.14	-.92	.29	1.92	.10	.69
Belief (+)	.00	-.11	.03	1.39	.03	1.26	.05	2.32	.04	1.85
Low Expectations^a (-)	-4.17	-.72	.30	.04	.90	.17	-5.51	-.97	-10.99	-1.57
Involvement (+)	.02	1.41	-.00	-.10	-.03	-1.64	-.01	-.49	.01	.41
Victimization^a (-)	-.01	-.25	.00	.07	-.01	-.32	.02	.29	-.00	-.10
Safety^a (+)	.34	2.28	.32	2.17	-.03	-.19	.07	.49	.12	.83
Teacher Morale^a (+)	.07	1.26	.09	1.67	.05	1.03	.15	2.78	.00	.07
Planning and Action^a (+)	-.02	-.24	.06	.87	.10	1.44	.08	1.17	-.07	-1.01
Smooth Administration^a (+)	-.02	-.34	-.10	-1.68	.06	1.03	.15	2.46	-.02	-.31
Rule Clarity (+)	.00	-.10	.01	.23	.02	.51	.02	.47	-.04	-.90
Rule Fairness (+)	-.01	-.22	.02	.37	.00	.03	-.01	-.10	-.04	-.67
Planning and Action (+)	-.02	-.34	-.05	-1.01	.03	.73	.00	.10	-.06	-1.30
Safety (+)	.04	1.44	.03	1.01	.05	1.70	.00	.06	.02	.76
Pct. measures improved	.68		.68		.64		.82		.45	

Note. The desired direction of change is indicated in parentheses after each scale name. _t_-statistics for compositional measures (Total Delinquency through Involvement) are based upon 1981 and 1982 means and standard deviations for each school. For psychosocial climate measures, the "_t_-statistic" is the ratio of the difference between 1982 and 1981 scores to the standard error of measurement of the 1982 scores for all non-St. Paul schools in the OJJDP initiative. As a rule of thumb, psychosocial climate measure differences that are twice the standard error of measurement may be regarded as dependable. For compositional measures, _t_ values of 1.96 and 2.54 are statistically significant at the p<.05 and p<.01 level, respectively. All measures are taken from the SAES student surveys unless otherwise indicated. Dashes indicate that the goal was not measured in 1981.

[a] Measure taken from SAES teacher survey

Table 4b

1981 to 1982 Difference Scores for School Averages on Survey Measures of PATHE Goals and Objectives--High Schools

	Brown		Burke		St. Johns		Charleston (control)	
Goal or objective measure	diff	t	diff	t	diff	t	diff	t
Total Delinquency (-)	-.03	-1.92	-.01	-1.08	-.02	-2.05	.00	.09
Serious Delinquency (-)	-.03	-2.01	-.01	-1.12	-.01	-.72	.00	.40
Drug Use (-)	-.03	-1.04	.01	.24	-.05	-2.27	.02	.92
Suspensions (-)	-.20	-5.06	-.10	-3.08	-.02	-.55	.01	.38
Victimization (-)	-.01	-.46	-.06	-4.01	-.01	-.99	.00	.21
School Nonattendance (-)	.00	-.05	-.04	-.94	-.05	-1.18	-.08	-1.77
School Rewards (+)	-.02	-.84	.00	.16	.01	.25	-.02	-.75
School Punishments (-)	-.05	-2.40	-.03	-1.40	-.01	-.61	.01	.45
Interpersonal Competency (+)	.00	-.22	.02	1.46	-.01	-.31	.00	-.20
Positive Self-concept (+)	.01	.66	.04	2.97	.01	.70	.03	2.08
Alienation (-)	-.04	-1.91	-.05	-2.51	-.02	-.76	.03	.98
School Attachment (+)	.01	.83	-.02	-1.56	-.01	-.63	-.03	-1.23
Educational Expectations (+)	-.10	-.69	.25	1.88	.06	.38	-.23	-1.52
Belief (+)	.01	.32	.02	1.21	.03	1.26	.01	.34
Low Expectations[a] (-)	.94	.20	-5.10	-1.26	-8.23	-1.46	2.39	.33
Victimization[a] (-)	-.02	-1.10	-.01	-.32	-.01	-.26	-.05	-1.08
Involvement (+)	-.02	-1.07	.01	.73	.03	1.56	-.01	-.56
Safety[a] (+)	.02	.11	.21	1.40	.04	.29	.27	1.82
Teacher Morale[a] (+)	.03	.52	.05	.85	.11	2.12	-.08	-1.46
Planning and Action[a] (+)	.01	.15	-.02	-.29	.01	.20	-.04	-.61
Smooth Administration[a] (+)	.08	1.25	.00	.02	.04	.68	-.17	-2.88
Rule Clarity (+)	.03	.59	.01	.25	.00	-.09	-.05	-1.13
Rule Fairness (+)	.04	.68	-.03	-.57	-.01	-.15	-.03	-.52
Planning and Action (+)	.03	.55	-.10	-2.19	-.03	-.72	-.06	-1.17
Safety (+)	.02	.76	.06	2.21	-.04	-1.49	-.01	-.49
Pct. measures improved	.80		.80		.80		.24	

Note. The desired direction of change is indicated in parentheses after each scale name. _t_-statistics for compositional measures (Total Delinquency through Involvement) are based upon 1981 and 1982 means and standard deviations for each school. For psychosocial climate measures the "_t_-statistic" is the ratio of the difference between 1982 and 1981 scores to the standard error of measurement of the 1982 scores for all non-St. Paul schools in the OJJDP initiative. As a rule of thumb, psychosocial climate measure differences that are twice the standard error of measurement may be regarded as dependable. For compositional measures, _t_ values of 1.96 and 2.54 are statistically significant at the p<.05 and p<.01 level, respectively. All measures are taken from the SAES student surveys unless otherwise indicated.

[a] Measure taken from SAES teacher survey

Table 4c

Number of PATHE and Control Schools that Improved from 1981 to 1982 on Survey Measures of PATHE Goals and Objectives

	PATHE Schools			Control Schools		
Goal or objective measure	Middle (n=4)	High (n=3)	Total (n=7)	Middle (n=1)	High (n=1)	Total (n=2)
Total Delinquency (-)	--[b]	3	3	--[b]	0	0
Serious Delinquency (-)	--[b]	3	3	--[b]	0	0
Drug Use (-)	--[b]	2	2	--[b]	0	0
Suspensions (-)	2	3	5	1	0	1
Victimization (-)	3	3	6	0	0	0
School Nonattendance (-)	2	3	5	0	1	1
School Rewards (+)	3	2	5	0	0	0
School Punishments (-)	2	3	5	0	0	0
Interpersonal Competency (+)	4	1	5	0	0	0
Positive Self-concept (+)	4	3	7	1	1	2
Alienation (-)	4	3	7	1	0	1
School Attachment (+)	4	1	5	0	0	0
Educational Expectations (+)	2	2	4	1	0	1
Belief (+)	3	3	6	1	1	2
Low Expectations[a] (-)	2	2	4	1	0	1
Involvement (+)	1	2	3	1	0	1
Victimization[a] (-)	2	3	5	1	1	2
Safety[a] (+)	3	3	6	1	1	2
Teacher Morale[a] (+)	4	3	7	1	0	1
Planning and Action[a] (+)	3	2	5	0	0	0
Smooth Administration[a] (+)	2	3	5	0	0	0
Rule Clarity (+)	3	2	5	0	0	0
Rule Fairness (+)	2	1	3	0	0	0
Planning and Action (+)	2	1	3	0	0	0
Safety (+)	4	2	6	1	0	1
Pct. measures improved	.69	.79	.74	.50	.20	.34

Note. The desired direction of change is indicated in parentheses after each scale name. All measures are taken from the SAES student surveys unless otherwise indicated.

[a] Measure taken from SAES teacher survey.

[b] Delinquency was not measured in 1981 for middle schools.

Table 5

Rates of Suspension, Expulsion, Attendance and Withdrawal from School, 1979-1982

	Suspensions			Expulsions			Average Daily Attendance[2]			Withdrawals		
	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82
Courtenay M.S.	.26	.13	.08	.00	.00	.00	.93	.93	.94	.03	.01	.01
Rhett M.S.	.15	.09	.10	.00	.00	.00	.93	.95	.94	.03	.01	.01
Rivers M.S.	.11	.18	.25	.01	.00	.00	.94	.94	.94	.02	.02	.03
Haut Gap M.S.	.04	.10	.20	.00	.00	.00	.93	.93	.93	.01	.01	.01
Laing M.S.[1]	.08	.13	.15	.00	.01	.00	.93	.94	.94	.02	.01	.02
Brown H.S.	.46	.66	.32	.01	.01	.02	.89	.90	.91	.14	.10	.14
Burke H.S.	.09	.18	.14	.01	.01	.02	.90	.91	.92	.11	.10	.10
St. Johns H.S.	.49	.90	.87	.02	.02	.02	.93	.91	.92	.10	.09	.10
Charleston H.S.[1]	.24	.34	.48	.01	.01	.00	.92	.93	.94	.11	.05	.07

[1] Control School

[2] Average daily attendance of average daily membership.

Table 6
California Test of Basic Skills
PATHE and Control School Scores, 1981 and 1982

	Scale Score				% scoring in bottom national quartile	
	1981		1982			
School	M	SD	M	SD	1981	1982
			Reading			
Courtenay	436.1	80.8	459.5**	82.7	42.9	32.9
Rhett	458.4	92.7	481.8**	92.2	31.0	19.1
Rivers	446.2	75.8	466.6**	71.6	39.0	31.7
Haut Gap	475.8	77.9	488.0*	73.5	34.1	27.2
Laing<a>	514.4	101.6	536.7**	88.9	21.7	11.5
Brown	483.2	86.3	488.9	87.7	57.6	57.1
Burke	509.5	90.4	523.1**	91.8	50.2	45.4
St. Johns	519.4	94.3	528.6	98.8	41.7	38.7
Charleston<a>	567.0	90.5	575.7	93.2	36.2	30.0
PATHE Schools	484.3	91.9	495.3**	90.6	43.8	36.3
Control Schools	543.7	99.0	554.9*	92.9	29.8	19.8
			Language			
Courtenay	452.9	76.5	470.4**	81.1	36.0	25.4
Rhett	471.7	92.4	489.1**	85.6	26.4	18.4
Rivers	462.1	76.4	474.1*	70.9	29.5	24.9
Haut Gap	480.1	73.6	490.0	64.6	29.3	18.6
Laing<a>	513.6	99.8	527.6*	81.0	18.3	11.7
Brown	501.0	84.8	504.7	87.6	43.6	41.4
Burke	516.0	90.1	527.8**	91.2	37.3	37.2
St. Johns	520.1	89.2	522.1	93.3	39.8	39.3
Charleston<a>	573.9	95.6	578.7	92.1	22.4	21.1
PATHE Schools	494.3	88.6	501.1**	86.9	36.0	30.4
Control Schools	547.1	101.9	551.5	90.0	20.6	16.1
			Math			
Courtenay	437.5	65.2	451.6**	70.2	37.6	28.8
Rhett	448.1	75.3	465.5**	71.4	31.9	23.8
Rivers	440.4	56.9	448.5*	59.1	39.6	32.9
Haut Gap	450.2	65.4	463.5**	60.9	33.1	26.6
Laing<a>	485.9	88.8	508.7**	82.8	23.0	13.4
Brown	473.8	77.9	477.2	80.4	53.6	52.1
Burke	488.7	81.7	504.5**	81.9	47.6	44.7
St. Johns	509.1	85.8	509.0	94.9	41.5	37.2
Charleston<a>	531.8	85.3	546.1*	88.3	36.1	33.8
PATHE Schools	472.0	80.0	478.6**	80.1	42.0	35.8
Control Schools	511.2	89.8	526.3**	87.3	30.0	22.5
			Total Battery			
Courtenay	422.9	78.9	445.0**	83.0	46.3	34.5
Rhett	442.1	95.5	463.8**	89.1	32.8	23.4
Rivers	430.9	72.9	445.9**	71.8	44.8	35.8
Haut Gap	453.1	76.7	466.1*	69.0	39.2	29.6
Laing<a>	496.0	107.0	518.5**	93.6	25.5	13.0
Brown	477.7	86.4	482.1	90.8	60.4	59.4
Burke	499.1	91.3	515.1**	92.5	53.6	50.4
St. Johns	513.2	94.0	519.0	102.9	46.3	44.3
Charleston<a>	559.6	92.1	571.6	96.5	38.9	33.6
PATHE Schools	472.7	92.8	481.9**	92.3	47.7	40.3
Control Schools	530.8	104.0	543.3*	98.5	32.9	22.4

Note: Table entries are based on all cases in the school each year for whom a valid test score was provided. N's range from 277 to 634 for 1981, and from 338 to 661 for 1982.

<a>Control School

*Difference between 1981 and 1982 is significant at the p<.05 level.

**Difference between 1981 and 1982 is significant at the p<.01 level.

Table 7
Means and Standard Deviations for PATHE
Target and Control
Groups on Measures of Goal I: Reduce Delinquency

	Number of Suspensions						Number of Expulsions			Self-reported Delinquency									Number of Disciplinary Infractions					
	Official			Self-reported						Total			Serious			Drug use			Major			Minor		
	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N
Courtenay																								
Target	.12	.36	82	.35	.48	65	.01	.11	82	.15	.16	62	.13	.18	62	.14	.22	62	2.64	1.40	81	5.62	2.54	81
Control	.09	.28	80	.30	.46	60	.00	,00	80	.11	.15	55	.10	.18	55	.10	.21	55	2.82	1.48	80	5.39	2.52	80
Rhett																								
Target	.11	.51	63	.21	.41	43	.01	.13	63	.14	.21	42	.12	.20	42	.16	.26	41	2.28	1.27	61	3.92	1.51	61
Control	.12	.43	51	.37	.49	30	.00	,00	51	.13	.22	30	.11	.23	31	.12	.24	31	2.28	1.14	49	4.26	1.52	49
Rivers																								
Target	.37	.86	84	.38	.49	47	.00	.00	84	.13	.13	51	.09*	.14	51	.15	.18	53	2.62	1.14	81	4.27	1.47	81
Control	.50	1.20	74	.39	.49	41	.01	.12	74	.19	.19	46	.16	.20	46	.21	.27	48	2.61	1.23	72	4.53	1.66	72
Haut Gap																			2.42	1.15	59	4.51	1.49	59
Target	.32	.78	62	.17	.38	30	.00	.00	62	.09	.12	37	.05	.10	37	.12	.23	40	2.96	1.40	23	4.13	1.49	23
Control	.17	.65	23	.27	.46	15	.00	.00	23	.15	.17	13	.11	.16	13	.18	.22	13						
C. A. Brown																			2.44	1.22	70	3.99	1.59	70
Target	.43	.81	75	.33	.48	54	.00	.00	75	.13	.15	53	.06	.12	53	.26	.28	54	2.26	.97	70	4.41	1.43	70
Control	.35	.60	75	.23	.43	56	,03	.16	75	.14	.17	55	.09	.15	55	.22	.28	55						
Burke																			2.25	1.12	75	4.15	1.53	75
Target	.17	.47	81	.25	.44	55	.01	.11	81	.19	.22	59	.12	.21	59	.31	.33	60	2.44	1.28	72	4.24	1.73	72
Control	.08	.27	78	.22	.42	46	.01	.11	78	.14	.17	54	.08	.16	54	.25	.30	53						
St. Johns																								
Target	.97	1.67	76	.52	.50	52	.01	.11	76	.12	.13	52	.06	.10	52	.25	.26	51	2.26	1.39	69	4.23	2.00	69
Control	1.26	2.19	76	.51	.50	51	.01	.11	76	.11	.13	47	.06	.12	46	.20	.27	47	2.13	1.05	70	4.27	1.57	70
All Schools																								
Target	.36	.92	523	.33	.47	346	.01	.09	523	.14	.17	356	.09	.16	356	.20	.27	361	2.43	1.25	496	4.41	1.87	496
Control	.40	1.15	457	.33	.47	299	.01	.10	457	.14	.17	300	.10	.17	300	.19	.27	302	2.47	1.24	436	4.53	1.84	436

*Difference between target and control groups is significant at the $p < .05$ level.

[a] Measures not available.

Note--The base N on which computations of official suspensions, expulsions and withdrawals are based is all cases randomly assigned to treatment and control conditions minus 24 cases who were not located in the schools as of October, 1981. The base N on which computations of all other outcomes are based is all cases randomly assigned to treatment and control conditions minus 72 cases who had withdrawn from school as of 2/82 and for whom no 2nd semester data were provided.

Table 8
Means and Standard Deviations for PATHE
Target and Control
Groups on Measures of Goal II: Improve Attendance

	% Days Absent - Spring '82						% Days Tardy to Class - Spring '82			No. of Attendance related disc. infrac.			Number of Withdrawals[b]			Self-reported Non-attendance								
	Total			Unexcused												Cutting School			Cutting Class			Total Index		
	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N
Courtenay																								
Target	.07	.08	81	.06	.06	81	.04	.08	81	1.54	1.48	81	.11	.31	82	.47	.96	75	.49	1.04	75	.53	.67	74
Control	.07	.09	77	.07	.08	77	.05	.10	77	1.38	1.29	80	.11	.32	80	.53	1.06	72	.36	.83	72	.46	.69	72
Rhett																								
Target	.06	.07	56	.06	.06	56	.01	.04	56	.67	.83	61	.22	.42	63	.37	.85	51	.85	1.23	53	.65	.80	51
Control	.08	.10	47	.06	.07	47	.03	.09	47	.82	.90	49	.16	.37	51	.38	.95	40	.68	1.47	41	.45	.68	40
Rivers																								
Target	.09	.14	80	.07	.12	80	.04	.06	80	.91	1.04	81	.17	.37	84	.20	.65	64	.40	1.07	65	.27	.60	63
Control	.13	.18	70	.10	.16	70	.04	.08	70	.80	.94	72	.08	.27	74	.20	.56	55	.25	.82	55	.28	.60	54
Haut Gap																								
Target	.08	.08	59	.03	.04	59	.02	.03	59	1.07	.96	59	.08	.27	62	.10	.41	51	.24	.55	53	.26	.49	50
Control	.09	.11	22	.04	.05	22	.01	.02	22	1.13	1.22	23	.00	.00	23	.42	1.12	19	.63	1.30	19	.42	.77	19
C. A. Brown																								
Target	.10	.10	70	.09	.10	70	--[a]	--[a]	--[a]	1.28	1.26	70	.19	.39	75	.33	.60	61	1.10	1.32	61	.78	.78	60
Control	.11	.14	69	.10	.13	69	--[a]	--[a]	--[a]	1.24	.98	70	.25	.44	75	.52	.88	62	1.19	1.28	62	.90	.84	62
Burke																								
Target	.09	.10	72	.08	.09	72	--[a]	--[a]	--[a]	1.48	1.19	75	.20	.40	81	.39	.58	61	1.27	1.05	63	1.03	.80	61
Control	.11	.17	69	.10	.15	69	--[a]	--[a]	--[a]	1.12	1.17	72	.29	.45	78	.45	.83	62	1.04	.99	56	.93	.79	55
St. Johns																								
Target	.09	.10	62	.07	.09	62	.09	.10	62	1.38	1.35	69	.18	.39	76	.30	.78	56	.59	.95	56	.54	.71	56
Control	.09	.08	61	.07	.07	61	.10	.12	61	1.60	1.42	70	.17	.38	76	.29	.78	55	.87	1.39	54	.56	.77	54
All Schools																								
Target	.08	.10	480	.07	.09	480	.04	.07	339	1.20	1.22	496	.16	.37	523	.32	.73	419	.71	1.11	426	.58	.74	415
Control	.10	.13	415	.08	.12	415	.05	.10	277	1.18	1.18	436	.17	.39	457	.40	.88	359	.72	1.18	359	.59	.77	356

[a] Measures not available.

[b] Withdrawals are cases that left school before the close of the 81-82 school year for reasons other than graduation from the twelfth grade.

Note--The base N on which computations of official suspensions, expulsions and withdrawals are based is all cases randomly assigned to treatment and control conditions minus 24 cases who were not located in the schools as of October, 1981. The base N on which computations of all other outcomes are based is all cases randomly assigned to treatment and control conditions minus 72 cases who had withdrawn from school as of February 1982 and for whom no second semester data were provided.

Table 9
Means and Standard Deviations for PATHE
Target and Control
Groups on Measures of Goal IV: Decrease Academic Failure

	Percent Receiving Failing Grades During Spring '82 Semester															Self-reported Grades			Number of Academic Related Disc. Infrac.		
	English			Math			Social Studies			Science			Average								
	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N
Courtenay																					
Target	.40	.49	81	.36	.48	81	.31	.46	81	.38	.49	81	.42	.50	81	2.37	.80	76	.25	.54	81
Control	.40	.49	78	.36	.48	78	.26	.44	78	.27	.45	78	.44	.50	78	2.62	.97	72	.28	.59	80
Rhett																					
Target	.24	.43	55	.07	.26	55	.36	.48	55	.17	.38	53	.22	.42	55	2.75**	.74	52	.23	.50	61
Control	.38	.49	45	.15	.36	46	.49	.50	45	.20	.40	45	.35	.48	46	2.36	.62	41	.14	.35	49
Rivers																					
Target	.37	.49	73	.42	.50	73	.46	.50	72	.26	.44	73	.44	.50	73	2.35	.72	65	.16	.37	81
Control	.45	.50	65	.42	.50	65	.44	.50	64	.40	.49	65	.54	.50	65	2.27	.85	55	.18	.39	72
Haut Gap																					
Target	.38	.49	55	.11	.31	55	.38	.49	55	.18	.39	55	.16	.37	52	2.56	.75	52	.25	.54	59
Control	.45	.51	22	.14	.35	22	.41	.50	22	.23	.43	22	.27	.46	22	2.52	.90	19	.13	.34	23
C. A. Brown																					
Target	.52	.50	62	.38	.49	48	.12	.33	33	.32*	.47	44	.47	.50	64	2.13	.50	61	.06	.23	70
Control	.67	.48	63	.38	.49	55	.13	.34	30	.49	.50	45	.58	.50	65	2.21	52	62	.06	.23	70
Burke																					
Target	.39	.49	64	.31	.47	55	.30	.46	53	.53	.51	36	.40	.49	65	2.36	.66	63	.08	.27	75
Control	.40	.49	60	.30	.46	47	.17	.38	47	.30	.46	40	.31	.47	64	2.43	.60	56	.11	.36	72
St. Johns																					
Target	.20	.41	59	.35	.48	49	.41	.50	56	.43	.50	30	.40	.49	60	2.32	.64	56	.14	.39	69
Control	.31	.47	58	.48	.50	52	.27	.45	55	.37	.49	30	.41	.50	61	2.34	.67	55	.11	.32	70
All Schools																					
Target	.36*	.48	449	.29	.46	416	.35	.48	405	.31	.46	372	.37	.48	453	2.40	.71	425	.16	.42	496
Control	.44	.50	391	.34	.48	365	.31	.46	341	.33	.47	325	.43*	.50	401	2.39	.75	360	.15	.40	436

*Difference between target and control groups is significant at the p<.05 level.

**Difference between target and control groups is significant at the p<.01 level.

Note--The base N on which computations of official suspensions, explusions and withdrawals are based is all cases randomly assigned to treatment and control conditions minus 24 cases who were not located in the schools as of October, 1981. The base N on which computations of all other outcomes are based is all cases randomly assigned to treatment and control conditions minus 72 cases who had withdrawn from school as of February, 1982 and for whom no second semester data were provided.

Table 9 (cont'd)

	Standard Scores on Spring '82 CTBS Test											
	Reading			Math			Language			Total		
	M	SD	N	M	SD	N	M	SD	N	M	SD	N
Courtenay												
Target	408.37	73.68	79	405.32	60.61	78	416.94	78.87	79	387.45	75.37	78
Control	406.90	60.85	75	406.25	53.62	76	415.36	64.16	76	386.73	62.10	75
Rhett												
Target	441.05	70.36	58	436.83	55.26	58	444.71	69.07	58	421.83	67.96	58
Control	422.11	77.72	47	429.81	50.90	47	430.36	57.57	47	407.72	62.22	47
Rivers												
Target	432.74	66.06	72	421.74	47.73	72	445.85	58.25	72	411.51	56.41	72
Control	437.12	69.52	64	423.89	48.66	64	440.67	57.64	64	412.80	61.48	64
Haut Gap												
Target	437.36	60.21	55	420.35	59.18	47	437.67	57.71	55	409.41	59.51	54
Control	410.19	49.72	21	402.00	49.26	21	432.14	52.64	21	392.57	46.47	21
C. A. Brown												
Target	474.26	76.09	62	465.58	76.82	62	493.63	73.94	62	467.56	78.32	62
Control	475.34	80.50	64	457.66	65.71	64	479.47	72.48	64	459.50	74.97	64
Burke												
Target	473.66	82.24	65	459.11	75.56	65	466.94	82.16	65	454.54	79.75	65
Control	482.21	85.70	58	470.96	62.06	57	478.86	83.03	58	466.16	74.82	57
St. Johns												
Target	492.10	90.02	50	465.94	94.52	54	478.76*	82.14	50	470.34	102.60	47
Control	465.85	81.74	52	453.98	78.22	48	458.62	76.06	52	441.57	74.78	47
All Schools												
Target	448.64	78.72	441	437.21	70.67	436	453.06	76.06	441	429.04	79.87	436
Control	445.04	79.44	381	436.53	63.70	377	448.64	71.97	382	425.50	73.32	375

*Difference between target and control groups is significant at the p<.05 level.

**Difference between target and control groups is significant at the p<.01 level.

Note--The base N on which computations of official suspensions, explusions and withdrawals are based is all cases randomly assigned to treatment and control conditions minus 24 cases who were not located in the schools as of October, 1981. The base N on which computations of all other outcomes are based is all cases randomly assigned to treatment and control conditions minus 72 cases who had withdrawn from school as of February, 1982 and for whom no second semester data were provided.

Table 9 (cont'd)

	Percent Scoring in the Bottom Quartile on the Spring '82 CTBS Test												Self-reported Reading Ability		
	Reading			Math			Language			Total					
	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N
Courtenay															
Target	.72	.45	79	.67	.47	78	.66	.48	79	.69	.46	78	1.40	.98	63
Control	.77	.42	75	.64	.48	76	.70	.46	76	.79	.41	75	1.45	.99	62
Rhett															
Target	.41	.50	58	.40	.49	58	.43	.50	58	.48	.50	58	1.62	.85	42
Control	.66	.48	47	.55	.50	47	.57	.50	47	.68	.47	47	1.60	.97	38
Rivers															
Target	.65	.48	72	.60	.49	72	.42	.50	72	.64	.48	72	1.35	.80	54
Control	.56	.50	64	.56	.50	64	.52	.50	64	.64	.48	64	1.30	.95	47
Haut Gap															
Target	.62*	.49	55	.56	.50	54	.49	.50	55	.70	.46	54	1.38	.79	42
Control	.86	.36	21	.76	.44	21	.57	.51	21	.86	.36	21	1.44	.70	18
C. A. Brown															
Target	.82	.38	62	.72	.45	62	.69	.46	62	.77	.42	62	1.60	.75	57
Control	.80	.40	64	.83	.38	64	.76	.43	64	.84	.37	64	1.38	.84	52
Burke															
Target	.86	.35	65	.82	.39	65	.80	.40	65	.88	.33	65	1.50	.84	54
Control	.81	.40	58	.74	.44	57	.69	.47	58	.86	.35	57	1.39	.70	49
St. Johns															
Target	.72	.45	50	.70	.46	47	.66**	.48	50	.77*	.43	47	1.33	.71	52
Control	.81	.40	52	.77	.42	48	.86	.34	52	.91	.28	47	1.41	.84	49
All Schools															
Target	.69	.46	441	.64	.48	436	.59**	.49	441	.70**	.46	436	1.45	.83	364
Control	.74	.44	381	.69	.46	377	.68	.47	382	.79	.41	375	1.42	.88	315

*Difference between target and control groups is significant at the p<.05 level.

**Difference between target and control groups is significant at the p<.01 level.

Note--The base N on which computations of official suspensions, explusions and withdrawals are based is all cases randomly assigned to treatment and control conditions minus 24 cases who were not located in the schools as of October, 1981. The base N on which computations of all other outcomes are based is all cases randomly assigned to treatment and control conditions minus 72 cases who had withdrawn from school as of February, 1982 and for whom no second semester data were provided.

Table 10
Means and Standard Deviations for PATHE
Target and Control
Groups on Other Survey Measures

	Interpersonal Competency			Self-concept			Attachment to Parents			Attachment to School			Educational Expectations			School Effort			Involvement in Extracurricular Activ.			Practical Knowledge		
	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N
Courtenay																								
Target	.73	.25	62	.70	.21	51	.66	.22	76	.77	.20	69	2.44	1.77	73	.54	.26	63	.38	.21	60	1.24*	.44	60
Control	.78	.19	60	.67	.19	51	.66	.25	72	.76	.21	61	2.57	1.88	70	.55	.27	67	.36	.23	65	1.40	.37	57
Rhett																								
Target	.78	.19	37	.75	.15	33	.65	.28	52	.76	.23	45	2.92	1.80	52	.63	.30	49	.32	.24	49	1.35	.36	37
Control	.77	.22	27	.70	.14	27	.68	.19	39	.74	.24	34	3.41	1.82	39	.67	.24	34	.24	.25	32	1.40	.41	23
Rivers																								
Target	.75	.22	46	.73	.19	38	.62	.23	61	.70	.22	52	2.76	1.85	62	.61	.29	61	.31	.22	56	1.28	.42	46
Control	.73	.28	39	.70	.19	32	.65	.25	54	.68	.24	43	2.76	1.90	55	.56	.29	48	.24	.20	43	1.31	.50	37
Haut Gap																								
Target	.79	.22	30	.71	.19	27	.64	.27	50	.76	.27	34	2.56	1.91	52	.58	.29	46	.25	.22	42	1.17	.47	33
Control	.70	.22	12	.67	.22	13	.68	.26	17	.63	.28	16	2.59	2.03	17	.56	.30	14	.28	.21	15	1.25	.35	14
C. A. Brown																								
Target	.83	.18	51	.76	.18	45	.66	.24	60	.77	.20	57	2.08	1.63	60	.65	.26	60	.22	.17	56	1.47	.40	54
Control	.85	.17	52	.80	.14	46	.59	.22	59	.77	.20	58	2.20	1.38	56	.60	.29	60	.26	.18	58	1.38	.48	51
Burke																								
Target	.79	.21	44	.76	.16	41	.60	.22	64	.75**	.18	59	2.05*	1.50	64	.58	.26	63	.21	.17	58	1.40	.41	43
Control	.77	.24	45	.79	.14	39	.62	.27	56	.83	.13	48	2.70	1.65	54	.64	.28	55	.17	.15	55	1.46	.36	45
St. Johns																								
Target	.80	.21	47	.75	.18	41	.59	.25	55	.72	.22	53	2.41	1.55	54	.66	.27	52	.21	.18	44	1.41	.40	47
Control	.79	.24	50	.73	.14	45	.66	.23	55	.65	.28	52	2.07	1.59	54	.69	.26	51	.25	.22	49	1.40	.39	47
All Schools																								
Target	.78	.21	317	.74	.18	276	.63	.24	418	.74	.21	369	2.45	1.73	417	.60	.27	394	.27	.21	365	1.34	.42	320
Control	.78	.22	285	.73	.17	253	.64	.24	352	.73	.23	312	2.58	1.76	345	.61	.28	329	.26	.21	317	1.39	.42	274

*Difference between target and control groups is significant at the p<.05 level.

Note--The base N on which computations of official suspensions, explusions and withdrawals are based is all cases randomly assigned to treatment and control conditions minus 24 cases who were not located in the schools as of October, 1981. The base N on which computations of all other outcomes are based is all cases randomly assigned to treatment and control conditions minus 72 cases who had withdrawn from school as of February, 1982 and for whom no second semester data were provided.

Table 10 (cont'd)

	Parental Emphasis on Education			School Punishments			School Rewards			Perceptions of School Climate									Disrespect for Students			Control of Environment		
										Rule Fairness			Rule Clarity			St-Tch Interaction								
	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N
Courtenay																								
Target	.63	.29	68	.40	.25	69	.37	.31	69	3.17	1.41	66	3.67	1.06	66	1.56	.95	68	2.83	1.39	66	.56	.23	64
Control	.63	.29	62	.45	.30	62	.43	.32	61	3.44	1.22	61	3.67	1.06	57	1.69	1.00	64	2.41	1.30	59	.62	.20	60
Rhett																								
Target	.59	.26	39	.33*	.29	45	.36	.33	45	3.40	1.47	42	3.79	1.14	43	1.61	1.00	46	2.77	1.34	43	.56	.24	37
Control	.66	.27	32	.49	.33	30	.26	.26	31	3.48	1.50	29	4.00	1.19	28	1.27	1.23	33	3.17	1.29	30	.62	.20	28
Rivers																								
Target	.64	.30	50	.36	.28	53	.36	.34	53	3.36*	1.20	52	4.04*	1.09	51	1.51	1.10	57	2.79	1.28	43	.56	.22	46
Control	.60	.29	42	.37	.22	37	.35	.31	38	2.78	1.53	36	3.57	1.14	37	1.24	1.04	41	2.54	1.38	35	.57	.18	38
Haut Gap																								
Target	.58	.29	33	.24	.25	35	.34	.35	36	3.03	1.54	35	3.69	1.18	32	1.42	1.20	38	2.56	1.64	34	.58	.26	31
Control	.57	.30	15	.32	.27	15	.32	.29	15	3.00	1.57	14	3.60	1.18	15	1.50	1.10	16	3.00	1.51	15	.64	.21	14
C. A. Brown																								
Target	.50	.33	54	.21	.25	56	.30	.30	56	3.29	1.28	51	3.61	1.06	51	1.53	1.24	57	2.25	1.15	52	.58	.24	53
Control	.50	.32	55	.20	.26	55	.24	.28	56	3.36	1.24	50	3.47	1.38	53	1.53	1.04	56	2.48	1.42	52	.50	.23	53
Burke																								
Target	.47	.32	49	.24	.26	58	.24	.28	59	3.10	1.38	57	3.85	1.18	53	1.50	1.18	59	2.65	1.36	55	.57	.22	43
Control	.49	.29	50	.22	.21	47	.25	.30	47	3.51	1.10	43	4.09	1.09	46	1.67	1.15	46	2.26	1.42	43	.51	.21	45
St. Johns																								
Target	.40	.26	49	.20	.28	52	.24	.25	52	2.85	1.38	48	3.86	1.11	51	1.63	1.07	52	2.88	1.42	50	.56	.23	47
Control	.42	.28	51	.19	.27	53	.27	.32	54	2.61	1.50	51	3.54	1.26	52	1.42	1.15	53	2.88	1.50	52	.54	.22	50
All Schools																								
Target	.55	.30	342	.29	.28	368	.31	.31	370	3.18	1.38	351	3.79	1.11	347	1.54	1.10	377	2.68	1.37	343	.56	.23	321
Control	.54	.30	307	.31	.29	299	.31	.31	302	3.19	1.38	284	3.69	1.20	[illegible]	1.50	1.10	309	2.61	1.41	286	.56	.21	288

Note--The base N on which computations of official suspensions, explusions and withdrawals are based is all cases randomly assigned to treatment and control conditions minus 24 cases who were not located in the schools as of October, 1981. The base N on which computations of all other outcomes are based is all cases randomly assigned to treatment and control conditions minus 72 cases who had withdrawn from school as of February, 1982 and for whom no second semester data were provided.

Table 10 (Cont'd)

	Belief in Rules			Negative Peer Influence			Alienation			Victimization			Working for Pay			Have a job			Rebellious Autonomy		
	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N
Courtenay																					
Target	.62	.24	61	.27	.23	68	.37	.22	62	.25	.22	69	.60	.49	70	.36	.66	70	.50**	.30	58
Control	.57	.25	60	.24	.18	66	.43	.27	60	.24	.27	60	.58	.50	71	.48	.74	70	.68	.28	60
Rhett																					
Target	.63	.30	39	.22	.21	49	.33	.26	38	.19	.25	44	.62	.49	52	.46**	.61	50	.57	.35	36
Control	.59	.19	29	.18	.16	36	.44	.20	29	.18	.20	31	.50	.51	40	.18	.38	40	.67	.31	27
Rivers																					
Target	.55	.26	47	.28	.22	58	.40	.20	44	.27	.25	51	.61	.49	64	.29	.52	65	.57	.27	43
Control	.60	.22	38	.24	.19	46	.38	.22	37	.22	.22	37	.47	.50	51	.19	.52	52	.60	.29	34
Haut Gap																					
Target	.59	.30	30	.21	.22	46	.43	.26	29	.16	.21	37	.51	.50	47	.47	.65	49	.61	.36	31
Control	.59	.24	13	.24	.24	14	.39	.35	13	.27	.28	15	.44	.51	18	.39	.78	18	.61	.34	12
C. A. Brown																					
Target	.62	.27	54	.24	.22	59	.26	.20	51	.10	.17	54	.37	.49	59	.28	.52	60	.59	.35	50
Control	.67	.24	53	.22	.19	59	.27	.23	52	.09	.16	56	.37	.49	60	.33	.54	60	.56	.30	47
Burke																					
Target	.64	.20	43	.21	.20	60	.37	.22	45	.10	.18	58	.44*	.50	63	.26	.51	64	.64	.28	40
Control	.68	.24	45	.21	.19	55	.30	.23	43	.10	.16	46	.62	.49	58	.46	.60	57	.56	.34	42
St. Johns																					
Target	.70	.20	49	.17	.14	54	.42	.24	48	.11	.14	52	.55	.50	56	.39	.68	56	.56	.34	46
Control	.63	.21	50	.22	.20	53	.41	.24	50	.13	.22	53	.55	.50	54	.28	.60	54	.60	.33	49
All Schools																					
Target	.62	.26	323	.23	.21	394	.37	.23	317	.17	.22	365	.53	.50	411	.35	.60	414	.57	.32	304
Control	.62	.23	288	.22	.19	329	.37	.25	284	.16	.22	298	.51	.50	352	.34	.61	351	.61	.31	271

*Difference between target and control groups is significant at the p<.05 level.
**Difference between target and control groups is significant at the p<.01 level.

Note--The base N on which computations of official suspensions, explusions and withdrawals are based is all cases randomly assigned to treatment and control conditions minus 24 cases who were not located in the schools as of October, 1981. The base N on which computations of all other outcomes are based is all cases randomly assigned to treatment and control conditions minus 72 cases who had withdrawn from school as of February, 1982 and for whom no second semester data were provided.

Table 11

Percent Students Receiving PATHE Services and Number of Contacts - Burke High School and other PATHE Schools

	% rec'd Service	Number of Contacts		
		Mean	SD	Median
Burke High School				
All Target Students (N=86)	84.9	7.2	12.4	3.0
Target Students who took survey (N=59)	94.9	8.6	14.1	3.4
All Control Students (N=80)	55.0	2.4	6.5	.7
Control students who took survey (N=48)	62.5	2.8	7.9	.9
Other PATHE Schools				
All Target Students (N=454)	90.7	6.6	6.4	4.9
Target Students who took survey (N=310)	94.8	7.6	6.8	5.6
All Control Students (N=384)	60.4	2.2	.2	1.0
Control Students who took survey (N=264)	62.9	2.1	3.1	1.0

Table 12

Fidelity Scale

The rater compares implemented activities and tasks as documented on the Implmementation Report to the standards for implementation describe on this and subsequent pages. After checking off which of the standards have been met, a rating is assigned to each intervention using the following scale:

4=exceeds standards

3=meets standards completely or with approved adaptation

2=meets 50-99% of standards

1=meets 1-49% of standards

0=does not meet standards/not implemented

Intervention	Standards
Tutoring	-outside tutors involved -regular schedule of tutoring contacts by C.S. -target students included
Counseling	-RAP sessions plan on file -evidence of RAP sessions -evidence of at least 10 parent contacts -contact with at least 90% of students suspended -system established to monitor attendance problems -target students included in counseling
Study Skills	-plan on file -evidence of implementation
Job Seeking Skills	-distribution of materials -presentations to groups on job seeking skills or career awareness
Services to Target Students	-individualized instructional plan/needs assessment or problem statement for every target student -letter sent to parents -positive parent contact for every target student -at least one contact with each target student -link to summer enrichment program
Resource Room	-needs assessment memo used after each grading period -resource room open house conducted -evidence of teacher use
Faculty Inservices	-participation in team building conference -teacher participation in Student Team Learning Learning training -inservice plan on file which addresses identified needs -evidence of implementation of plan
School Pride Campaign	-plan on file for whole year -evidence of implementation

Source: Birdseye, A. T. Evaluating the Implementation of a Delinquency Prevention Program:: The PATHE Experience. Paper presented at the Annual Meeting of the American Educational Research Association, New York, March 1982.

Table 12 (cont.)

Intervention	Standards
Curriculum Review Campaign	-CTBS analysis on file -plan to improve identified weakness on file -evidence of meetings with teachers re plans and weaknesses -failure data collected and used to identify students and teachers who need help -help provided identified teachers and students -mini-tests in use -instructional materials and teaching strategies distributed -assistance in use of curriculum guides -at least one teacher has adopted S.T.L. in classroom -S.T.L. monitoring forms completed -test-taking motivational activities implemented
Field Trips	-plan on file -one trip for each of three areas (career, academic, cultural) -scheduled throughout the year -planned trips implemented
Reading Experience Program	-plan for school-wide program on file -evidence of implementation -motivational activities planned and implemented
Exploratory Program	-schedule on file -display of exploratory products in school -schedule implemented
Discipline Policy Review and Revision	-school and classroom rules developed by teachers and students and posted -referral procedures and discipline referral form approved by principal -referral procedure implemented so that includes S.C.S. -assistance given to teachers with classroom management problems (at least 10)
Peer Counseling	-counselors trained -plan on file -counseling services provided on regular schedule
Extracurriculuar Activities	High school: -club plans or charters on file -club mid-year activity reports on file -end-of-year reports received Middle school: -clubs begun last year continue
Student Leadership Team	-meetings held regularly -statisfactory team plan on file -evidence of plan implementation -central leadership conference attended -participated in planning spring conference -attended spring conference
Student Concerns Support Team	-regular meetings held -contracts on file -satisfactory team plan on file -evidence of plan implementation -final evaluation meeting conducted Middle school: -team member agrees to serve as liason -members agree to serve without pay next year
Curriculum Support Team (same as above)	-regular meetings held -contracts on file -satisfactory team plan on file -evidence of plan implementation

Table 13

Intensity Rating Scale

The rater compares intensity of program services as documented on the Implementation Report to the standards given below and rates each intervention using the following scale:

4=exceeds standard by more than 5%

3=meets standard + 5%

2=meets 50-95% of standard

1=meets 5-49% of standard

0=meets 4% or less of standard

Intervention	Intensity Standard
Tutoring	400 incidents of tutoring
Counseling	600 incidents of counseling
Study Skills	100 incidents of participation
Job Seeking Skills	1 all school activity or 50 incidents participation
Services to target students	8 contacts with every target student
Resource Room and services to teachers	# teachers checkouts=2 X # teachers
Faculty Inservices	3 school level, 5 teachers attend S.T.L., and 5 attend team building
School Pride Campaign	6 all school activities
Curriculum Review	incidents C.S. faculty contact=4 X # teachers
Field Trip Program	3 field trip conducted
Reading Experience Program	entire school, monthly, for more than 15 minutes
Exploratory Program	entire school, weekly
Discipline Policy Review and Revision	# discipline referral forms=# suspensions + ½ # suspensions
Peer Counseling	100 incidents contact related to peer counseling
Extracurricular Activities	H.S. - 10 club plans M.S. - 100 incidents contact
Student Leadership Team	incidents attendance = # team members X 6
Student Concerns Support Team	40 incidents attendance
Curriculum Support Team	40 incidents attendance
Career Exploration programs (T.T.C.)	120 incidents attendance
Business Education Partnership	6 meetings or documented contacts (assembly, planning session)
Parent Leadership Team	30 incidents attendance

Source: Birdseye, A. T. *Evaluating the Implementation of a Delinquency Prevention Program: The PATHE Experience*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, March 1982.

Table 13 (Cont.)

Intervention	**Standards**
Career Exploration Program	-students recruited to attend Trident Technical College fall program -follow-up meeting with students held -students recruited for spring program -students recruited for FACET
Business Education Partnership	-team formed with school and business members -PATHE specialists included on team -plan developed to improve school management -implementation of plan evident -plans for summer meetings on file
Parent Leadership Team	-regular meetings held -satisfactory team plans on file -evidence of implementation of plans -leadership training attended -participation in spring training

Draft

Table 14

Average of Intensity and Fidelity Ratings for Each PATHE Intervention

	Courtenay	Rhett	Rivers	Haut Cap	All Middle	Brown	Burke	St. Johns	All High	All Schools
Team Average	1.7	2.7	1.9	2.2	2.1	2.4	3.3	2.9	2.9	2.4
Student Leadership	3.0	3.5	3.5	3.0	3.2	4.0	4.0	3.5	3.8	3.5
Student Concerns Support	1.5	3.5	2.0	2.5	2.4	2.0	2.0	3.5	2.5	2.4
Curriculum Support	1.5	3.5	2.0	2.5	2.4	2.0	3.0	3.0	2.7	2.5
Business-Education Partnership	0.0	0.5	0.0	0.0	0.1	1.0	4.0	2.0	2.3	1.1
Parent Leadership	2.5	2.5	2.0	3.0	2.5	3.0	3.5	2.5	3.0	2.7
Affective Average	2.8	2.3	2.6	1.9	2.4	2.2	3.2	2.2	2.6	2.5
Counseling	3.5	2.5	2.5	1.5	2.5	1.5	3.0	2.5	2.3	2.4
School Pride Campaign	3.5	0.0	3.5	2.0	2.2	3.5	3.5	2.5	3.2	2.6
Field Trips	2.5	2.5	2.0	3.0	2.5	3.5	3.0	3.0	3.2	2.8
Discipline Review & Revision	3.0	3.0	3.0	2.0	2.8	2.0	3.0	3.0	2.7	2.7
Peer Counseling	2.0	2.0	0.5	1.5	1.5	0.0	3.5	2.5	2.0	1.7
Extra-curricular Activities	2.0	4.0	4.0	1.5	2.9	3.0	3.5	0.0	2.2	2.6
Academic Average	2.8	3.0	1.5	2.8	2.5	2.7	3.6	2.7	3.0	2.7
Tutoring	1.5	3.0	2.5	0.5	1.9	2.5	3.5	2.0	2.7	2.2
Study Skills	3.5	3.5	1.5	2.5	2.8	2.5	4.0	2.0	2.8	2.8
Resource Room	1.5	2.5	2.5	3.0	2.4	2.0	3.5	2.5	2.7	2.5
Curriculum Review & Revision	3.5	4.0	2.0	4.0	3.4	4.0	4.0	3.5	3.8	3.6
Reading Experience Program	3.5	2.5	0.5	3.5	2.5	2.5	3.0	3.5	3.0	2.7
Exploratory	3.0	2.5	0.0	3.0	2.1	--[a]	--[a]	--[a]	--[a]	2.1
Career Average	2.0	0.0	0.0	3.0	1.2	2.8	3.0	3.0	2.9	2.0
Job-Seeking Skills	2.0	0.0	0.0	3.0	1.2	3.0	3.5	3.0	3.2	2.0
Career Exploration Programs	--[a]	--[a]	--[a]	--[a]	--[a]	2.5	2.5	3.0	2.7	2.1
Other Average	1.8	1.0	1.0	2.0	1.4	2.5	2.5	1.8	2.2	1.8
Services to Target Students	1.5	1.0	1.0	1.5	1.2	1.5	1.5	1.5	1.5	1.4
Faculty Inservices	2.0	1.0	1.0	2.5	1.6	3.5	3.5	2.0	3.0	2.2
Total Implementation Average	2.4	2.4	1.8	2.3	2.2	2.5	3.2	2.6	2.8	2.4

---

[a] This intervention was not implemented at this level.

Table 15

PATHE Specialist Contacts, 1981-82
Courtenay Middle School (N=484)

	Entire School			Target Students		Control Students	
Purpose of contact	No. of contacts	% students contacted	Avg. no. contacts per student	No. of contacts	Avg. no. contacts per student	No. of contacts	Avg. no. contacts per student
Total Affective	1404	.67	2.94	475	5.72**	243	3.04
Counseling	225	.27	.47	68	.82	53	.66
Discipline	640	.46	1.34	177	2.13	146	1.82
Student Leadership Team	129	.14	.27	39	.47**	7	.09
Peer counselee	9	.02	.02	5	.06	1	.01
Peer counselor	22	.02	.05	0	0.0	1	.01
Field trip	38	.08	.08	30	.36**	2	.02
Conference	201	.25	.42	130	1.57**	12	.15
Clubs/extracurricular activity	64	.07	.13	10	.12	12	.15
Special program	0	.00	.00	0	.00	0	.00
Rap session	76	.16	.16	16	.19	9	.11
Total Academic	143	.20	.30	47	.57**	16	.20
Specialist tutoring	92	.12	.19	31	.37	11	.14
Peer tutee	0	.00	.00	0	.00	0	.00
Peer tutor	7	.01	.01	1	.01	1	.01
"Outside" tutoring	27	.06	.06	2	.02	3	.04
Study skills training	0	.00	.00	0	.00	0	.00
Test	0	.00	.00	0	.00	0	.00
Trident Technical College	0	.00	.00	0	.00	0	.00
Central Staff program	17	.03	.04	13	.16**	1	.01
Total	1574	.72	3.29	527	6.35**	268	3.35

*Difference between target and control students is significant at the p<.05 level.
**Difference between target and control students is significant at the p<.01 level.

Table 16

PATHE Specialist Contacts, 1981-82
Rhett Middle School (N=510)

	Entire School			Target Students		Control Students	
Purpose of contact	No. of contacts	% students contacted	Avg. no. contacts per student	No. of contacts	Avg. no. contacts per student	No. of contacts	Avg. no. contacts per student
Total Affective	1986	.65	4.04	498	7.90**	130	2.50
Counseling	480	.32	.98	220	3.49**	37	.71
Discipline	218	.29	.44	53	.84	28	.54
Student Leadership Team	234	.19	.48	25	.40	8	.15
Peer counselee	0	.00	.00	1	.02	0	--
Peer counselor	58	.03	.12	9	.14	0	--
Field trip	0	.00	.00	0	.00	0	.00
Conference	174	.20	.35	98	1.56**	17	.33
Clubs/extracurricular activity	179	.06	.36	2	.03	0	--
Special program	565	.18	.15	72	1.14	32	.62
Rap session	78	.14	.16	18	.28	8	.15
Total Academic	641	.22	1.30	359	5.69**	17	.33
Specialist tutoring	639	.22	1.30	359	5.70**	17	.33
Peer tutee	0	.00	.00	0	.00	0	.00
Peer tutor	0	.00	.00	0	.00	0	.00
"Outside" tutoring	0	.00	.00	0	.00	0	.00
Study skills training	0	.00	.00	0	.00	0	.00
Test	0	.00	.00	0	.00	0	.00
Trident Technical College	0	.00	.00	0	.00	0	.00
Central Staff program	0	.00	.00	0	.00	0	.00
Total	2637	.68	5.36	861	13.67**	148	2.85

*Difference between target and control students is significant at the p<.05 level.
**Difference between target and control students is significant at the p<.01 level.

Table 17

PATHE Specialist Contacts, 1981-82
Rivers Middle School (N=530)

	Entire School			Target Students		Control Students	
Purpose of contact	No. of contacts	% students contacted	Avg. no. contacts per student	No. of contacts	Avg. no. contacts per student	No. of contacts	Avg. no. contacts per student
Total Affective	1216	.61	2.26	402	4.73**	160	2.13
Counseling	429	.36	.80	166	1.95**	77	1.03
Discipline	108	.13	.20	25	.29	25	.33
Student Leadership Team	312	.18	.58	124	1.46**	32	.43
Peer counselee	1	.00	.00	0	.00	0	.00
Peer counselor	0	.00	.00	0	.00	0	.00
Field trip	0	.00	.00	0	.00	0	.00
Conference	49	.05	.09	44	.52**	0	.00
Clubs/extracurricular activity	176	.06	.33	24	.28	5	.07
Special program	141	.25	.26	19	.22	21	.28
Rap session	0	.00	.00	0	.00	0	.00
Total Academic	369	.25	.68	169	1.99**	53	.71
Specialist tutoring	311	.19	.58	162	1.90**	47	.63
Peer tutee	0	.00	.00	0	.00	0	.00
Peer tutor	22	.03	.04	0	.00	2	.03
"Outside" tutoring	0	.00	.00	0	.00	0	.00
Study skills training	2	.00	.00	0	.00	1	.01
Test	0	.00	.00	0	.00	0	.00
Trident Technical College	0	.00	.00	0	.00	0	.00
Central Staff program	34	.06	.06	7	.08	3	.04
Total	1588	.65	2.95	572	6.73**	213	2.84

*Difference between target and control students is significant at the p<.05 level.
**Difference between target and control students is significant at the p<.01 level.

Table 18

PATHE Specialist Contacts, 1981-82
Haut Gap Middle School (N=446)

Purpose of contact	Entire School			Target Students		Control Students	
	No. of contacts	% students contacted	Avg. no. contacts per student	No. of contacts	Avg. no. contacts per student	No. of contacts	Avg. no. contacts per student
Total Affective	510	.36	1.10	237	3.70**	2	.09
Counseling	112	.14	.24	57	.89**	0	.00
Discipline	70	.08	.15	7	.11	1	.04
Student Leadership Team	53	.04	.11	5	.08	0	.00
Peer counselee	4	.01	.01	0	.00	0	.00
Peer counselor	43	.04	.09	21	.33	0	.00
Field trip	33	.07	.07	17	.26**	0	.00
Conference	154	.14	.33	120	1.88**	0	.00
Clubs/extracurricular activity	0	.00	.00	0	.00	0	.00
Special program	37	.08	.08	8	.12	1	.04
Rap session	4	.01	.01	2	.03	0	.00
Total Academic	113	.07	.24	7	.11	0	.00
Specialist tutoring	86	.02	.19	0	.00	0	.00
Peer tutee	0	.00	.00	0	.00	0	.00
Peer tutor	0	.00	.00	0	.00	0	.00
"Outside" tutoring	2	.00	.00	0	.00	0	.00
Study skills training	23	.05	.05	6	.09	0	.00
Test	1	.00	.00	1	.02	0	.00
Trident Technical College	1	.00	.00	0	.00	0	.00
Central Staff program	0	.00	.00	0	.00	0	.00
Total	623	.38	1.35	244	3.81**	2	.09

*Difference between target and control students is significant at the p<.05 level.
**Difference between target and control students is significant at the p<.01 level.

Table 19

PATHE Specialist Contacts, 1981-82
Brown High School (N=659)

Purpose of contact	Entire School: No. of contacts	Entire School: % students contacted	Entire School: Avg. no. contacts per student	Target Students: No. of contacts	Target Students: Avg. no. contacts per student	Control Students: No. of contacts	Control Students: Avg. no. contacts per student
Total Affective	760	.38	1.15	197	2.43**	34	.36
Counseling	210	.18	.32	55	.68**	16	.20
Discipline	27	.04	.04	8	.10	2	.02
Student Leadership Team	276	.08	.42	33	.41**	2	.02
Peer counselee	0	.00	.00	1	.01	0	.00
Peer counselor	0	.00	.00	0	.00	0	.00
Field trip	103	.15	.16	20	.25*	9	.12
Conference	138	.14	.21	77	.95**	5	.06
Clubs/extracurricular activity	6	.00	.01	3	.04	0	.00
Special program	0	.00	.00	0	.00	0	.00
Rap session	47	.05	.05	2	.02	7	.09
Total Academic	424	.20	.64	116	1.43	28	.36
Specialist tutoring	257	.10	.39	100	1.23	18	.23
Peer tutee	29	.02	.04	10	.12	0	.00
Peer tutor	60	.03	.09	0	.00	1	.01
"Outside" tutoring	2	.00	.00	2	.02	0	.00
Study skills training	0	.00	.00	0	.00	0	.00
Test	4	.00	.01	1	.01	0	.00
Trident Technical College	72	.10	.11	3	.04	9	.12
Central Staff program	0	.00	.00	0	.00	0	.00
Total	1203	.46	1.82	314	3.88**	62	.79

*Difference between target and control students is significant at the p<.05 level.
**Difference between target and control students is significant at the p<.01 level.

Table 20

PATHE Specialist Contacts, 1981-82
Burke High School (N=1005)

	Entire School			Target Students		Control Students	
Purpose of contact	No. of contacts	% students contacted	Avg. no. contacts per student	No. of contacts	Avg. no. contacts per student	No. of contacts	Avg. no. contacts per student
Total Affective	1106	.49	1.22	227	2.64**	100	1.25
Counseling	165	.14	.18	73	.85**	14	.18
Discipline	494	.33	.54	59	.69	52	.65
Student Leadership Team	182	.06	.20	16	.19	13	.16
Peer counselee	68	.03	.07	8	.09	5	.06
Peer counselor	60	.03	.07	14	.16	4	.05
Field trip	28	.03	.03	4	.05	3	.04
Conference	62	.06	.07	51	.59**	2	.02
Clubs/extracurricular activity	0	.00	.00	0	.00	0	.00
Special program	0	.00	.00	0	.00	0	.00
Rap session	47	.05	.05	2	.02	7	.09
Total Academic	883	.15	.97	391	4.55*	94	1.18
Specialist tutoring	810	.13	.89	360	4.19*	94	1.18
Peer tutee	0	.00	.00	0	.00	0	.00
Peer tutor	3	.00	.00	0	.00	0	.00
"Outside" tutoring	54	.02	.06	31	.36*	0	.00
Study skills training	0	.00	.00	0	.00	0	.00
Test	0	.00	.00	0	.00	0	.00
Trident Technical College	16	.02	.02	0	.00	0	.00
Central Start program	0	.00	.00	0	.00	0	.00
Total	1996	.53	2.20	621	7.22**	194	2.42

*Difference between target and control students is significant at the p<.05 level.
**Difference between target and control students is significant at the p<.01 level.

Table 21

PATHE Specialist Contacts, 1981-82
St. Johns High School (N=808)

	Entire School			Target Students		Control Students	
Purpose of contact	No. of contacts	% students contacted	Avg. no. contacts per student	No. of contacts	Avg. no. contacts per student	No. of contacts	Avg. no. contacts per student
Total Affective	1660	.70	1.99	375	4.81**	113	1.49
Counseling	411	.27	.49	47	.60	48	.63
Discipline	69	.06	.08	8	.10	7	.09
Student Leadership Team	151	.08	.18	53	.68**	3	.04
Peer counselee	6	.01	.01	1	.01	1	.01
Peer counselor	81	.02	.10	4	.05	0	.00
Field trip	0	.00	.00	0	.00	0	.00
Conference	290	.12	.35	205	2.63**	0	.00
Clubs/extracurricular activity	5	.01	.01	0	.00	0	.00
Special program	59	.02	.07	4	.05	11	.14
Rap session	588	.49	.70	53	.68	43	.56
Total Academic	491	.31	.59	105	1.35**	29	.38
Specialist tutoring	250	.16	.30	72	.92*	20	.26
Peer tutee	4	.00	.00	2	.02	0	.00
Peer tutor	47	.02	.06	11	.14	1	.01
"Outside" tutoring	0	.00	.00	0	.00	0	.00
Study skills training	33	.04	.04	5	.06	2	.03
Test	62	.07	.07	7	.09	2	.03
Trident Technical College	94	.08	.11	8	.10	4	.05
Central Staff program	1	.00	.00	0	.00	0	.00
Total	2279	.77	2.73	495	6.34**	155	2.04

*Difference between target and control students is significant at the $p<.05$ level.
**Difference between target and control students is significant at the $p<.01$ level.

Virgin Islands Alternative Education Project

J. St. John

Abstract

The Virgin Islands Alternative Education Project is one of a number of demonstration projects sponsored by the Office for Juvenile Justice and Delinquency Prevention as part of its Program in Delinquency Prevention through Alternative Education. It is seeking to implement two interventions disseminated by the National Diffusion Network (NDN)--Focus and PATL. Interim evaluation results suggest that Focus is being implemented largely as intended, but with some changes from the original Focus model. PATL is being implemented to a more limited degree, due largely to a limited number of teachers implementing the model. Despite some weaknesses in the evaluation design and measures, results also suggest that the modified Focus intervention resulted in students receiving higher grades than they otherwise may have received. Although project implementers believe they perceive positive results as a result of their activities, no other consequences of the Focus intervention were detected using measures obtained in the evaluation. This outcome may be a result of the small number of teachers implementing the intervention or to incomplete implementation. Some positive changes in the school climate were observed, but there is no evidence in a comparison of students exposed in differing numbers of teachers trained in PATLind that the limited implementation of PATL has had detectable effects on students. Program development is continuing, as are efforts to strengthen the evaluation.

Major Program Design Changes

The Virgin Islands Alternative Education project continued its efforts to implement the National Diffusion Network (NDN) Focus (Focus Dissemination Project, 1979, 1980) and PATL (Pelan, Zirges, Scroggins, & Arterberry, 1975) programs during the 1981-82 school year. Major changes in the program included the opening of an Alternative Education building on the Elena Christian Junior High School campus. Although the building had only two of the four needed classrooms, the structural beginnings of a school-within-a-school were launched for the Focus Program. In addition, a teacher coordinator was appointed for the PATL Program and peer training among teachers began anew.

The staff could not attend the August, 1981, planning workshop. Consequently their Program Development Evaluation (PDE) worksheets did not detail plans for the 1981-82 academic year. Without these plans it was difficult for us to know which program components they intended to implement or the degree of implementation success. For example, an intensive public relations campaign was a component during the first implementation year. The campaign took on a new slant the second year because the school

---

This report covers the period of September 1981 to June 1982.

system incorporated alternative education and there was no longer a need to lobby for survival. This development resulted in a change in project priorities.

Major Forcefield Changes

In the fall, the director of the project, representing the Commissioner's Office, recommended the advisability of the services of a clinical psychologist on the project. He suggested that psychological testing (including intelligence testing) be used as a part of the selection process and that individual behavior management programs be based on the use of psychological tests. The underlying philosophy of this approach is counter to the philosophy of project staff and was regarded as counter to the philosophy of Focus as well. In addition, the cost of implementing this recommendation was prohibitive. Therefore, after negotiations with the psychologist, the project decided not to implement most of the recommendations, although changes in record-keeping procedures were adopted.

The State Department of Education created a division of Alternative Education in the summer of 1981. During the school year the department recruited staff, chose curriculum, and began program planning with several junior high schools in the system. The funded in-school coordinator helped the department establish its new division and consulted with other schools.

By late Spring, the in-school coordinator had been promoted to Director of Alternative Education for the Virgin Islands school system. One of the program's teachers took on the project coordinator responsibilities. The spring also brought faculty requests for transfer to a new school expected to open in the fall. All but one of the Focus-trained staff requested transfer, and by August the new in-school coordinator knew she would have at least three untrained teachers joining the staff. Fortunately, new teachers who were acquainted with Focus and were committed to its ideals joined the staff. New training sessions were held with NDN trainers during the first weeks of the 1982-83 school year while student recruitment was in progress. Staff began the upcoming school year with excitement and optimism.

Implementation

We attempted to assist in program planning and PDE updating during 1981-82 by phone and mail. This method was time consuming, and resulted in incomplete documentation of project plans and their execution. As the school year progressed, the Focus staff devoted considerable time to discussion of the Project Director's recommendations (discussed earlier), and this may have slowed further development of the Focus intervention.

Our observations suggest that more monitoring of the Focus intervention in the classroom; more in-school coordinator attention to attendance, discipline; and more attention to seeking family assistance with school discipline problems would have been useful.

PATL Component

PATL is a teacher training package intended to a) help teachers learn alternative teaching and disciplinary methods, and b) confront their attitudes toward students and the effects these attitudes have on students. The training program proceeds in several steps. First, teachers who volunteer to teach the curriculum participate in an introductory four-day workshop. After the workshop, trainees form groups of about five members. PATL has four training "kits"--training group members work together to complete the kits. Each kit has learning objectives that must be mastered sequentially. Mastery is demonstrated by a 90% proficiency rating on an in-classroom observation of the techniques. The PATL program has four stages of implementation that correspond with the completion of each kit. In addition, there are three levels of implementation for each kit: (1) training completed, (2) in process of implementation, and (3) implemented. PATL developers expect the program to begin affecting those students having PATL-trained teachers in at least three of their classes; minimally, those teachers must be implementing PATL at the first of the four implementation stages.

Plans to strengthen the 1981-82 PATL component were made during the previous year when project managers realized the component was not being given sufficient attention. Managers planned for the appointment of a Teacher Coordinator. The coordinator was to oversee the recruitment of new teachers for peer training and structure the program. The NDN PATL trainer was scheduled to return for a refresher workshop in September. Each of these steps were implemented. The Teacher Coordinator reported, however, that peer training was not going as expected because peer trainers and trainees had difficulty finding time to meet. This was largely due to the school's double session school day resulting in rigid schedules for teachers. Consequently, by late spring many trainees had reportedly covered only one or two of the objectives in the first training kit. During an August, 1982, planning workshop, project managers reported that not all teachers who had participated in the PATL training were implementing the PATL techniques due to insufficient knowledge. Therefore, implementation was probably at level 3 of stage 1 for some teachers.

Focus Component

In March, 1982, I visited the project site to learn what had been implemented. The assistance of an NDN consultant on focus was sought to prepare to assess implementation of the major program components of Focus before the visit. The consultant supplied a checklist of 11 components that included ranges of acceptable implementation. The following on-site observations are outlined according to NDN's checklist.

1. Family group meeting. Focus calls for students to engage in daily problem-solving sessions together with Focus teachers. Students in the project were grouped into four "family" units. One class period each day was set aside for the family groups to meet separately. The observed family group was participating in a values clarification exercise and not observed resolving the problems of members in that particular session. Staff members interviewed reported that the family meetings were handled differently by each staff member, but they did not fully describe what occurred in the meetings.

2. Student leadership board. Focus calls for a student leadership board to help resolve problems not solved in family meetings. Project staff thought this component should not be implemented until the project had been operating for several years and effects had taken hold. Instead, students were invited to attend staff meetings when problems needed attention. This change is viewed by the State Facilitator as

an adaptation of the program model rather as an interim strategy required while other aspects of the project develop. Indeed, the facilitator views the entire Focus model as open to adaptation rather than as a prescriptive model for intervention design.

3. Mini school. The Focus model calls for a designated Focus area be established within the school, and for Focus staff to have their own offices. At the project site, a campus Alternative Education building had been opened but two of the four Focus classes were being held elsewhere in the school building. Division of the two Focus classrooms into four rooms was scheduled for completion during the summer of 1982.

4. Parental involvement. Focus calls for "some kind of positive support" on the part of parents. At the Virgin Islands project, parents of project participants must sign permission slips before their children can be considered for selection. In addition, project plans call for teachers to report to parents their students' progress, and to seek parents' help with discipline problems. Records reviewed on site showed that at least some parents were contacted by some teachers, but no systematic reporting occurred.

5. Program contracts. Focus calls for students to set individual contractual goals. At least one project staff person had contracted with students in her group. The contracts served as a means of monitoring and measuring progress.

6. Student ownership of the program. Focus sets up the expectation that students "will demonstrate loyalty to the program in some way." Project managers reported that students seemed to be exhibiting loyalty and cited student statements of support. At the end of the school year, however, some students requested they not be listed as Focus students on the school promotion list.

7. Use of reality feedback and confrontation. Focus calls for the consistent application of reality-oriented feedback, and staff and student confrontation of inappropriate behavior. Such an approach seeks to insure that students receive specific and immediate feedback on their behavior and are given an opportunity to change. Some of the teaching staff were using these techniques and others were not. In one Focus classroom a student entered late and was wearing a hat. The teacher confronted his lateness and the student gave the teacher a late pass. Wearing a hat was against school rules and the teacher asked him what the hat was doing on his head. He promptly removed the hat. In another Focus classroom the same behaviors by the same student went without comment.

8. Scheduling student's day. Focus calls for at least four hours of instruction a day in the program. Focus-trained staff should teach Focus students a Focus-developed family curriculum, and three of the students' regular academic subjects. Each project family group was scheduled in five Focus-taught courses and in regular school courses for the rest of the day. The Focus courses were occupational relations, family, English, math, and social science. The occupational relations course was designed to expose students to careers of all types, help students develop job skills, and help students gain everyday practical skills.

9. Community involvement. Focus recommends that junior high students be involved in one community service project each semester. Senior high students should either participate in jobs or community service projects. Over the course of implementation, five project students have had jobs. A public relations campaign implemented by project staff was substituted for the recommended student community service projects.

10. Assessment. Focus recommends that Focus participants be pre- and post-tested in "three main academic areas". Project managers improved on this simple pre-post evaluation design by attempting to implement a more rigorous quasi-experimental design. They added to the assessment measurements relevant to a delinquency prevention demonstration project. Next year the project will be implementing a true experiment and re-adopting the pre-post approach as a method of monitoring student progress.

11. Admission policy. Focus recommends that current participants and staff decide which new applicants should be admitted. The project staff substituted an admissions policy that both identifies the troubled students the program is intended to serve, and allows for the formation of participant and control groups necessary for an evaluation (see below for a more detailed description of the selection process).

Other observations. The Focus program does not prescribe curriculum or classroom methods beyond the use of reality feedback and confrontation; consequently each teacher was using either the required Virgin Islands curriculum, or curriculum of their own design for the family classes. Teaching methods were up to the teaching staff. For instance, the English teacher reported using a highly individualized approach that was structured by test results, while the math teacher reported using a model where students studied when they wanted. In the English classroom, the teacher and student developed learning objectives, and students worked on individualized materials. In the math classroom, the teacher reported that students were given a specific time period to master assigned materials from the regular math book, and were tested after each unit. In both classrooms the teachers gave students individual attention.

On the day I observed the classes, attendance was low. While observing one class with about 10 students present, students from the other class in the alternative education building were milling about on the porch. In a later Focus class, only three of the students present in the class of 10 observed earlier were on time. One more of the students came to class later.

Observation limited to a single day is not, of course, a dependable way of describing a school. The typical day may have looked either better or worse than the one observed.

Effectiveness

Focus Evaluation Design

The national evaluation staff and project staff agreed to study Focus effects by using a regression discontinuity design (Cook and Campbell, 1979). This design was chosen because it allowed services to be given to students most in need of the program. The project staff developed a screening device on which referring teachers were asked to rate students' academic abilities, and indicate attendance and behavior problems. Students' scores in the first two waves of eligible referrals were ranked, and the median score determined the selection pool. Those scoring above the median became Focus participants, and all others became the control group. Students referred to the program later had to score above the original median score to be selected as participants. This score was intended to serve as pre-participation information to be used in statistical analysis.

Project staff executed each step for design implementation as planned, but the design broke down because of a weak relation between screening device scores and outcomes. (Interpretable regression discontinuity designs depend upon a strong relation between pre-treatment measures and outcomes.)

Selection procedures for the regression discontinuity design had resulted in non-equivalent groups. Table 1 illustrates that small differences between Focus and comparison students are apparent for grades in the first quarter of the school year (before the Focus interventions were begun in earnest) and a moderate difference in attendance. We had forseen the possibility of design failure and had administered a brief version of the School Action Effectiveness Study (SAES) student questionnaire in early January, about five school weeks after most students were admitted to the program.

Administration of the SAES questionnaire pretest, coupled with the controls originally identified for the regression discontinuity design created a quasi-experimental non-equivalent control group design. The pretest included SAES scales measuring Alienation, Belief, School Effort, Practical Knowledge, Positive Self-Concept, School Attachment, Self-reported Total and Serious Delinquency, and Self-reported Drug Involvement. Items on self-reported school and class skipping, and suspensions were also included. These scales and items were used either because the project was expected to affect these outcomes, or because they are known to be strong correlates of delinquency. Scores were derived as they had been for SAES scales in the Spring of 1982--summing the standardized scores of the items comprising the scales (Gottfredson, Gottfredson, Ogawa, and Rickert, 1982).

School data from the first school quarter were also used as pre-participation measures because the project staff were recruiting and scheduling students at that time, and formal implementation did not begin until the second quarter of the school year. Although the questionnaire pre-test did not occur until January, it was also used as a source of "control" variables in the analyses because of the non-equivalence of the treatment and comparison groups. Its use is a conservative procedure. Any pre-participation measures (either school or questionnaire-based) that correlated with both treatment and outcome were used as statistical controls for outcomes measured at the end of the year.

Outcome Measures

The SAES questionnaire was administered in late April. The project evaluator reported school and classroom attendance, school grades at the end of quarters one and two, and again after the second semester was completed. School discipline data were reported at the end of first and second quarters. Metropolitan Reading Test scores from the fall and spring administrations and police contact information for the previous year were reported in June, 1982. Unfortunately, 47% of the Spring achievement test data for the Focus students were missing, making these data of little value.

Results

Focus. Mean scores on the questionnaire administered in Spring, 1982, and means for outcomes measured through archival records are shown in Table 2. The grade point average (GPA) for Focus participants was significantly ($p<.01$) higher than the grade point average for the comparison students. No other difference shown in Table 2 is statistically significant. Two other outcomes measured by spring questionnaire items differed significantly. Self-reported grades favored the Focus group ($p<.05$), and Focus students reported less class skipping than did the comparison students ($p<.01$).

Recall that the comparison group was not equivalent to the Focus group at the outset, however. In other words, the treatment and comparison group differed systematically at the outset in ways that would lead them to differ at a later time in systematic ways regardless of whether or not they were exposed to any intervention. In such circumstances it is necessary to use statistical techniques to adjust post-intervention differences for differences to be expected on the basis of these pre-existing differences. Table 3 shows the unadjusted association (r) of Focus participation with GPA, self-reported grades, and self-reported class skipping. It also shows the association when statistical controls are used to adjust for the measures of pre-existing differences among students (beta). When statistical controls are applied, only the association of Focus participation with GPA remains statistically significant. The adjusted associations observed for the other two outcomes, although in the postive direction, are not statistically significant.

PATL. Table 4 describes PATL outcomes grouped according to the number of teachers exposed to PATL a student had. That is, if a student had one teacher who had completed a four-day workshop, he or she is listed under "One PATL Teacher." If the student had two such teachers, he or she is included in the "Two PATL Teacher" group. The table classifies students in this way irrespective of the extent of continued peer training and of degree of implementation of PATL methods by teachers. No differences are statistically signficant. There is no consistent relation between the number of teachers exposed to PATL and student outcomes.

Discussion

Focus

New project managers were asked whether the improved grade point average of Focus participants was indicative of mastery of the subject matter, or reward for effort. They believed that the students' grades were based more on effort than mastery because the Focus philosophy calls for the use of such rewards as motivators for further improvement. Because of this, the results for GPA may represent a measure of implementation, and may not address the question of mastery.

The most direct way to assess mastery is through the use of standardized achievement tests. Unfortunately, standardized achievement test scores were available for only 53% of the students, and could not be used to address the issue of mastery. The evidence is clear that grades where higher than they otherwise would have been for treatment students; the interpretation of this result is necessarily ambiguous.

Observations of the implementation of Focus are encouraging. Although not yet implemented as per NDN specifications, 1981-82 Focus implementation improved substantially over the previous year. For 1982-83, the new in-school coordinator is committed to implementation improvements. She is especially committed to developing strategies for increasing class attendance. Finally, the managers' commitment to a stronger experimental design should reduce evaluation problems and give a better picture of 1982-83 effects.

PATL

PATL implementation did not occur as planned. The project plans to strengthen both the PATL training component, and the implementation of PATL concepts after training is completed. The new in-school coordinator plans to work closely with the PATL teacher coordinator to remove obstacles to peer training. Periodic visits to classrooms of trained teachers are expected to improve the the match between program design and implementation.

School-Level Results

Results reported elsewhere (Gottfredson, Gottfredson, & Cook, 1983, Chapter 5) show some changes in school climate between 1981 and 1982. Specifically, increases were observed in teacher job satisfaction, teacher non-authoritarian attitudes, and students' reports of school rewards. Decreases were observed in self-reported school grades, students' reports of community crime, and students' reports of drug involvement and delinquent behavior more generally. Although the detailed interpretation of these results is difficult, they are encouraging. Decreases in reports of classroom disruption, which we expected to observe because project staff believed this to be a consequence of placing disruptive students in the Focus program, were not observed.

References

Cook, T. D., & Campbell, D. T. Quasi-experimentation. Chicago: Rand McNally, 1979.

Focus Dissemination Project. Focus curriculum manual (2nd ed.). Hastings, Minn.: Educational Growth Exchange, 1980.

Focus Dissemination Project. Focus training manual (3rd ed.). Hastings, Minn.: Educational Growth Exchange, 1979.

Gottfredson, G. D., Gottfredson, D. C., & Cook, M. S. The School Action Effectiveness Study: Second interim report (Report No. 342). Baltimore: The Johns Hopkins University, Center for Social Organization of Schools, 1983.

Gottfredson, G. D., Rickert, D. E., Jr., Ogawa, D. K., & Gottfredson, D. C. Measures used in the School Action Effectiveness Study. In G. D. Gottfredson (ed.), The School Action Effectiveness Study: First interim report. Baltimore: The Johns Hopkins University, CSOS, 1982.

Pelan, C., Zirges, J., Scroggins, F., & Arterberry, M. Positive attitude toward learning. Washington, D.C.: Office of Education, Department of Health, Education, and Welfare, 1975.

Table 1

Means and Standard Deviations for Focus and Comparison Group First Quarter 1981-82 Pre-Intervention Measures

	Focus			Comparison		
Measure	M	SD	N	M	SD	N
Grade point average-- all subjects	1.59	.76	51	1.41	.72	49
Grade point average-- core subjects	1.43	.80	51	1.19	.73	49
Total school days absent	7.10	8.16	41	3.68	6.03	37

Table 2

Means and Standard Deviations for Focus and Comparison Group
Spring 1982

	Focus			Comparison		
Outcome measure	M	SD	N	M	SD	N
Questionnaire-based						
Alienation	.47	.24	25	.49	.25	28
Attachment to parents	.52	.28	30	.57	.28	31
Belief	.57	.28	28	.64	.26	28
Interpersonal competency	.68	.27	28	.72	.24	26
Negative peer influence	.28	.20	30	.21	.18	30
Parental emphasis on education	.52	.30	29	.49	.34	28
Positive self-concept	.61	.15	24	.56	.20	24
Practical knowledge	1.31	.45	28	1.13	.45	26
Rebellious autonomy	.50	.30	26	.53	.28	27
School attachment	.58	.22	26	.66	.27	31
School effort	.52	.32	29	.61	.27	29
School involvement	.22	.19	29	.25	.17	26
School punishment	.27	.33	29	.26	.26	26
School rewards	.39	.32	29	.35	.36	26
Self-reported delinquency--total	.12	.15	25	.10	.12	27
Self-reported drug involvement	.14	.22	26	.12	.15	27
self-reported serious delinquency	.10	.15	25	.07	.13	27
Victimization	.22	.25	29	.20	.26	26
School records						
Disciplinary infractions	a	a	a	a	a	a
Grade point average	1.44	.92	49	.97	.74	45
Total absence	20.00	22.78	49	15.55	20.13	44
Police records						
Police contacts	.09	.29	54	.12	.48	51

[a] Data not reported

Table 3

Correlation Coefficients and and Standardized Regression Coefficients in the Regressions of Outcomes on Focus Participation Spring 1982

Measures	Coefficients r	beta	N
School report of grades[a]	.267**	.274*	58
Self-report of grades[b]	.300*	.189	45
Self-report of class skipping[b]	.324**	.220	46

Note. Table shows the three outcome variables with significant correlations. N shown is the lowest pairwise n.

[a] First quarter school reports of grade point average and absenteeism, and January SAES measures of Alienation and Serious delinquency were used as statistical controls.

[b] First quarter school reports of absenteeism and class skipping, and January SAES measures of Alienation, Serious delinquency, School attachment, and Self-reported class skipping were used as statistical controls.

$*p<.05$
$**p<.01$

Table 4

Means and Standard Deviations for Students by Number of PATL-Trained Teachers, Spring 1982

Outcome measure	No PATL Teacher			One PATL Teacher			Two PATL Teachers			Three PATL Teachers		
	M	SD	N	M	SD	N	M	SD	N	M	SD	N
Questionnaire-based												
Alienation	.41	.28	18	.40	.22	47	.43	.21	44	.42	.27	24
Attachment to parents	.71	.18	20	.63	.24	50	.64	.29	50	.57	.29	25
Belief	.62	.22	19	.63	.26	50	.66	.24	44	.62	.25	23
Interpersonal competency	.83	.17	19	.77	.24	49	.77	.28	41	.74	.24	24
Negative peer influence	.15	.17	21	.17	.18	49	.21	.20	50	.20	.15	23
Parental emphasis on education	.63	.29	21	.60	.29	50	.61	.31	44	.61	.34	24
Positive self-concept	.72	.20	19	.68	.21	45	.71	.19	39	.67	.17	20
Practical knowledge	1.33	.36	19	1.24	.44	49	1.14	.41	42	1.19	.44	23
Rebellious autonomy	.32	.36	19	.54	.37	49	.58	.33	43	.61	.27	22
School attachment	.76	.23	20	.66	.23	49	.68	.23	49	.65	.21	24
School effort	.68	.26	20	.66	.29	48	.64	.26	49	.62	.29	24
School involvement	.23	.18	18	.21	.18	45	.23	.15	47	.28	.22	20
School punishment	.17	.26	18	.20	.22	45	.25	.28	46	.25	.29	23
School rewards	.24	.28	18	.39	.34	45	.25	.27	46	.38	.33	23
Self-reported delinquency--total	.08	.10	18	.07	.11	46	.07	.10	47	.07	.07	18
Self-reported drug involvement	.09	.10	16	.09	.14	46	.08	.15	48	.10	.14	19
self-reported serious delinquency	.05	.09	18	.05	.11	46	.04	.08	47	.02	.04	18
Victimization	.09	.14	19	.16	.21	45	.14	.18	45	.19	.23	22
School records												
Disciplinary infractions	a	a	a	a	a	a	a	a	a	a	a	a
Grade point average	1.76	.94	42	1.49	1.01	93	1.72	.95	89	1.73	.82	46
Total absence	8.52	16.24	40	16.29	23.15	93	9.01	14.16	88	6.48	10.35	46
Police records												
Police contacts	.02	.15	45	.11	.49	100	.02	.14	95	.06	.25	47

[a] Data not reported

Interim Quantitative Evaluation of the Academy for Community Education

D. E. Rickert, Jr.

The Academy for Community Education is a small alternative school sponsored by the Office for Juvenile Justice and Delinquency Prevention as part of that Office's Program in Delinquency Prevention through Alternative Education. The Academy uses a token economy system, academic education, professional/vocational curriculum, and other interventions described more fully by Daniels (1982, 1983) in providing services to youths at high risk of delinquent behavior drawn from the Dade County (Miami) Public Schools. The present brief report summarizes some interim quantitative results of the evaluation of this project as it operated during the 1981-82 school year. Qualitative results of the evaluation are described elsewhere (Daniels, 1983).

Method

Plans were made to assess the project using a non-random but closely matched control group for whom both pre- and post-intervention data were to be available.[1] This design was partially implemented: Pre-and post-intervention data on absences, suspensions, tardiness, academic credits earned, standardized achievement test performance, and police contacts were available for analysis.[2] The Academy expended considerable effort in creating a matched control group. Essentially the same screening procedures used to select students for participation in the Academy were used (at a later time) to screen students for the control group (Daniels, 1983).

Analyses proceeded in several steps. First, treatment and control group students were compared on the available pre-intervention data. And, because many students participated in the Academy for only a short period of time (68.8%, or 75 of 109, had at least six months' involvement in the Academy), comparisons between long-term (six months or more) and control group students were also made on pre-intervention measures. Second, comparisons of Academy persisters and dropouts were made to determine whether differential attrition might bias the results. (Only 25.2% of students ever enrolled in the project dropped out during the year, a relatively small percentage in projects of this kind.) Third, comparisons of treatment and control groups were made with and without the application of covariates to increase the statistical power of the analyses.[3]

---

[1] In its initial grant application, the Academy was to operate as a true experimental field trial, with eligible youths randomly assigned to treatment and control group conditions. For a number of reasons described by Daniels (1982), this expectation was not realized.

[2] No pre-treatment questionnaire measures were available for the control group, and post-intervention questionnaire measures were available for only 37% (21 of 57) of the control group students. An account of the difficulties in implementing the planned design may be found in Daniels (1983). The present report is limited to the most meaningful comparisons: those involving treatment and control group students on archival information.

[3] A covariate is a variable known to be correlated with the outcome

Results

No statistically significant differences were found between treatment and control groups on any of the pre-intervention measures available for analysis. Nor were any statistically significant differences found between long-term Academy participants and the control group on any of these measures. These results, summarized in Table 1, imply that the matching procedure implemented by the Academy resulted in a good match between treatment and control groups. Furthermore, such differences among the groups as are observed are relatively small in comparison to the individual differences within groups (compare the differences between means in Table 1 with the standard deviations which are indicators of the extent of individual differences).

A comparison between students persisting in the Academy for at least six months and students who dropped out with fewer than six months' participation is shown in Table 2. The table shows that persistence in the Academy is essentially unrelated to any of the pre-intervention measures examined.

Post-intervention comparisons between treatment and control group students are summarized in Table 3. Treatment students were suspended significantly fewer times than control group students, withdrew involuntarily significantly more times, and earned significantly more academic credits. Although not quite significant by conventional standards, treatment students were also tardy less often than were control students. No significant differences were found for absences, number of police contacts, or standardized achievement test scores. Table 3 also shows that the same general pattern of results is present when only the long-term Academy participants are included in the analyses, except that (of course) the exclusion of students who withdrew involuntarily from the Academy from the analyses alters the "result" for this form of withdrawal.

A statistically more powerful form of analysis that takes pre-existing individual differences into account is summarized in Table 4. In these analyses the results significantly favor the treatment group for number of absences, number of suspensions, number of times tardy, credits earned, and the Math Computation and Reading sections of the Stanford Achievement test. The difference in number of police contacts, although favoring the treatment group (especially for long-term

---

variable of interest which is sometimes introduced into an analysis to adjust for pre-existing differences between groups when the groups are not randomly equivalent. In the present case, as we shall see, the treatment and matched control groups did not differ greatly on pre-intervention measures. Here the primary purpose in the use of covariates was to increase statistical power: The probability that a "true" difference between the groups will be detected by statistical analyses. The logic of the analysis of covariance, as this technique is called, is that some of the differences among individuals in both the treatment and control groups can be accounted for by pre-existing individual differences. By taking these individual differences into account, analyses can sometimes focus in more closely on group outcomes due to the treatment.

persisters), is not significant. Even in these very powerful analyses, no significant differences were found for standardized test performance in the areas of math concepts or language.

Discussion

The present results are positive and impressive, but before elaborating on their implications, some limitations must be described. The most important limitation is that, with the exception of police records and standardized test scores, these archival measures may involve some unknown degree of instrumentation bias. That is, it is possible that records of absences, suspensions, tardiness, and credits earned may be kept in somewhat different ways by the public schools on the one hand and the Academy on the other, or that the public schools and the Academy may differ somewhat in the ways these outcomes are defined. This limitation is, of course, largely unavoidable in a field trial such as this one. A second important limitation is that these analyses bear only on a part of the outcomes the evaluation seeks to examine. The unavailablity of questionnaire measures is a serious shortcoming.

The standardized achievement test data are especially important because, lacking questionnaire data collected in parallel ways for both treatment and control groups the only other data that were collected in perfectly parallel ways for both groups (police contacts) did not show significant differences. A significant difference favoring the treatment group was found for two of the four test scores examined.

Despite these limitations, the following interpretations appear reasonable.

1. Participation in the Academy results in less absenteeism than participation in the public schools. The difference, although not large, is significant.

2. Participation in the Academy results in fewer suspensions than would occur in the public schools. The difference is of moderate size.

3. Participation in the Academy results in less tardiness than would occur if the students remained in the public schools. The difference is of moderate size.

4. Participation in the Academy results in earning more academic credit than would be expected if students remained in the public schools. The difference amounts to about 1.77 credits for students ever participating in the Academy, and amounts to about 2.74 credits for students who persist in the Academy for at least six months.

5. During the 1981-82 school year, however, Academy participants withdrew involuntarily more often than students remaining in the public schools.

6. Participation in the Academy results in higher scores on the Math Computation and Reading subtests of the Stanford Achievement Test.

References

Daniels, D. Academy for Community Education: First interim report. In G. D. Gottfredson (ed.), The School Action Effectiveness Study: First interim report. Baltimore: The Johns Hopkins University, Center for Social Organization of Schools, 1982.

Daniels, D. Academy for Community Education: Second Interim Qualitative Report. San Rafael, Calif.: Social Action Research Center, 1983.

Table 1

Pre-Treatment Comparisons of ACE and Control Students
1980-81 School Year

Variable	Total ACE M	Total ACE SD	Total ACE N	Long-term ACE M	Long-term ACE SD	Long-term ACE N	Control M	Control SD	Control N
Number of days absent	20.7	19.8	108	21.0	19.7	75	19.9	17.7	56
Number of times suspended	0.7	1.2	104	0.7	1.2	75	0.5	1.4	56
Involuntary withdrawal	0.0	0.0	103	0.0	0.0	75	0.0	0.0	55
Number of days tardy	7.2	7.4	82	6.7+	6.6	59	6.4	6.1	44
Credits earned	7.4	3.4	109	7.4	3.4	75	8.5	3.4	56
Number of police contacts	0.1	0.4	109	0.0	0.1	68	0.1	0.2	57
Stanford Achievement Test, national percentile									
Math computation	37.0	22.5	105	36.9	23.3	72	43.0	24.9	51
Math concepts	37.7	22.9	99	38.1	23.4	70	40.5	28.8	50
Language	33.2	25.0	106	30.1	23.7	73	33.5	23.4	51
Reading	34.9	23.3	83	33.0	22.7	64	35.8	26.4	41

Note. N's differ among outcomes due to missing data. N's are as follows disregarding missing data: ACE total, 109; ACE long-term, 75; control, 57. Long-term ACE participants had at least six months of treatment.

+This mean is almost significantly different from the control group mean: $p < .06$.

Table 2

Pre-Treatment Comparisons of ACE Persisters and ACE Dropouts

Variable	ACE Persisters M	ACE Persisters SD	ACE Persisters N	ACE Dropouts M	ACE Dropouts SD	ACE Dropouts N
Number of days absent	20.7	18.9	80	21.3	23.2	26
Number of times suspended	0.8	1.2	79	0.5	1.0	23
Involuntary withdrawal	0.0	0.0	75	0.0	0.0	26
Number of days tardy	7.0	7.0	60	8.2	9.0	20
Credits earned	7.6	3.3	80	6.6	3.5	27
Number of police contacts	0.0	0.2	74	0.3	0.8	22
Stanford Achievement Test, national percentile						
Math computation	38.1	21.7	76	33.3	24.8	27
Math concepts	35.9	21.9	72	44.2	25.0	25
Language	31.9	23.5	77	36.0	30.0	27
Reading	34.9	23.6	70	34.5	22.6	13

Note. N′s differ among outcomes due to missing data. N′s are as follows disregarding missing data: ACE persisters, 80; dropouts, 27. Long-term ACE participants had at least six months of treatment.

Table 3

Post-Treatment Comparisons of ACE and Control Students
1981-82 School Year

	Total ACE			Long-term ACE			Control		
Variable	M	SD	N	M	SD	N	M	SD	N
Number of days absent	17.0	13.7	108	18.4	13.5	75	21.8	21.8	53
Number of times suspended	0.2*	0.7	106	0.1**	0.3	75	0.6	1.4	55
Involuntary withdrawal	0.1*	0.2	108	0.0	0.2	75	0.0	0.0	54
Number of days tardy	7.3+	7.5	98	7.4+	6.4	70	11.6	12.9	37
Credits earned	9.1*	3.4	102	10.0**	2.8	73	7.7	3.8	57
Number of police contacts	0.2	0.7	98	0.0	0.2	68	0.2	0.7	56
Stanford Achievement Test, national percentile									
Math computation	40.8	28.0	100	42.6	28.4	58	38.3	24.0	48
Math concepts	39.7	27.3	109	41.5	28.5	68	41.7	26.2	46
Language	35.5	24.4	109	35.4	25.4	70	38.9	28.1	48
Reading	38.6	25.9	83	38.0	26.0	64	33.0	26.3	41

Note. N′s differ among outcomes due to missing data. N′s are as follows disregarding missing data: ACE total, 109; ACE long-term, 75; control, 57. Long-term ACE participants had at least six months of treatment.

+This mean is almost significantly different from the control group mean: $p < .06$.

*This mean differs from the control group mean at the $p < .05$ level.

**This mean differs from the control group mean at the $p < .01$ level.

Table 4

Adjusted Post-Treatment Means for ACE and Control Students with Pre-Treatment Data used as Covariates: 1981-82 School Year

Variable	Total ACE				Long-term ACE			
	Treatment		Control		Treatment		Control	
	M	N	M	N	M	N	M	N
Number of days absent	16.82*	108	22.06	52	18.37	75	22.06	52
Number of times suspended	.16**	103	.65	55	.05**	75	.64	55
Number of days tardy	7.86**	75	13.33	31	7.91**	55	13.32	31
Credits earned	9.25**	102	7.48	56	10.18**	73	7.44	56
Number of police contacts	.17	98	.19	56	.03	68	.18	56
Stanford Achievement Test, national percentile								
Math computation	42.07**	96	35.46	44	46.08**	56	34.47	44
Math concepts	40.42	101	40.46	44	44.00	64	40.24	44
Language	35.35	111	38.67	44	36.59	69	37.93	44
Reading	38.90*	83	32.60	41	38.90*	64	31.70	41

Note. N′s differ among outcomes due to missing data. N′s are as follows disregarding missing data: ACE total, 109; ACE long-term, 75; control, 57. Long-term ACE participants had at least six months of treatment. Analysis of covariance was performed using the 1980-81 variable corresponding to each 1981-82 outcome as a covariate. No expulsions occurred for any control or treatment group student for whom pre-treatment data were available.

*This mean differs from the control group mean at the $p < .05$ level.

**This mean differs from the control group mean at the $p < .01$ level.

Alternative Education for Rural Indian Youth: Lac Courte Oreilles

M. S. Cook

Abstract

The Alternative Education for Rural Indian Youth project (hereafter referred to as the LCO project) was one of several projects funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) as part of its Program in Delinquency Prevention through Alternative Education. The LCO project operated on the Lac Courte Oreilles Indian reservation, located in a remote part of north-central Wisconsin. The project maintained two drop-in Youth Centers, installed PLATO computerized instruction in the Youth Centers, developed a Youth Outreach effort, and partially supported PLATO instruction in the LCO reservation schools.

The project sought to decrease delinquency on the reservation by providing recreation services to youth, and by decreasing drop-out from the LCO schools through the support of PLATO instruction. A variety of implementation difficulties including loss of funding for other reservation projects, staffing problems, unclear specification of goals and objectives, and a scattershot approach to program development resulted in the program not being fully implemented nearly two years after initial funding. The outcome evaluation is inconclusive due to a lack of data, but logical and theoretical analysis suggests that the project failed to implement a program that might reduce delinquency.

Theory

The LCO grant proposal was a massive 500+ page work. Despite its length this volume contains no coherent statement of what the project intended to do, or why it intended to do it. An intent to implement PLATO, a proprietary computer-based instruction system, and to evaluate its effectiveness, was stated in the proposal; the objective of implementing PLATO is puzzling, however, because the LCO school had had PLATO instruction available for three years prior to the submission of the grant proposal.

Letters of support for the grant application advocate for funds to maintain drop-in youth recreation centers (Youth Centers) to control delinquency. Although the proposal's goals and objectives and the proposed workplan do not mention the recreation centers, the letters of support suggest that the Youth Centers were to be included as part of the program. (More importantly, the Youth Centers evolved into the primary project intervention).

Vagueness about what the program was about, and what it should do extended throughout the first project year. Week-long conferences in August 1980 and January 1981 were insufficient for evaluation staff to determine precisely what the project intended to implement. Over time,

---

This report covers the period of September 1980 to June 1982.

project goals and objectives were developed, but their theoretical rationale remains sketchy. The following account is constructed from Program Development Plans developed over the project's history, and from implications of the statements of project personnel. Bear in mind that this account is constructed post hoc, and was probably not used to guide day to day project decision making.

According to project staff, delinquency on the part of Indian youth is due to having "insufficient opportunities for productive, relevant, and enjoyable activities" (LCO program development plan, dated March 16, 1982). There are "few opportunities for adolescents to engage in productive activity during weekend and evening hours" (same source).

Although alcoholism and drug abuse were frequently mentioned as causes of delinquency by project and LCO personnel, the project only obliquely attempted to address these problems (see the discussion of the Group Home, below).

Goals

The goals of the project were to reduce delinquency among reservation youth, and reduce drop-outs from the LCO schools.

Objectives

Objectives of the LCO project included reducing the suspension rate among LCO high school students, reducing over the life of the project the number of students referred to the project from the reservation school, decreasing in-school absenteeism among project-referred youth, increasing the number of youth participating in Youth Center activities, and increasing the self-esteem of tribal youth.

The foundation for strategies to meet these objectives is the belief that youth on the reservation get in trouble when they have nothing to do but "hang out." Delinquency should be reduced if the youth have opportunities available for constructive (or least not destructive) activities: school or supervised recreation. Youth in school or at a Youth Center should be protected from delinquency.

The LCO schools (secondary and elementary) were founded in 1976 as an alternative to the Sawyer County public schools which, it was felt, did not provide an education in keeping with the Ojibwa Indian culture.

Early on, PLATO instruction was emphasized in an attempt to provide individualized instruction in a medium (visual and motor) that was believed to mesh with Indian youths' behavioral and cultural style. The project proposed to expand the use of the PLATO system, and evaluate its effectiveness. PLATO's theoretical import for delinquency prevention is that increased PLATO availability will result in decreased abseenteism and drop-out from the school, which would produce less delinquency. (The appropriateness of computerized instruction is called into question because (a) prior to the start of the project the LCO high school already had eight terminals which were not in constant use, and (b) the principal of the LCO high school stated that absenteeism and drop out from the school were not really a problem.)

The project contributed to PLATO instruction on the the reservation by placing four PLATO terminals in the Youth Centers, and temporarily putting four terminals in the LCO schools to supplement the eight they already possessed. The four project terminals in the schools were ultimately withdrawn and placed in the Youth Centers. Because PLATO instruction was already a significant part of the LCO schools' curriculum, and the PLATO terminals in the Youth Centers were almost exclusively used for computer games (see below), the importance of PLATO instruction as a part of the project is unclear.

The actual primary project intervention was the staffing and maintenance of two recreational Youth Centers. The objective here was to provide a place where youth on the reservation could engage in healthy recreation. The explicit rationale was that the reservation was isolated and that youth on the reservation needed structured recreation to protect them from delinquency (see Carlton, 1982, for a more detailed analysis of the social and geographical environment of the LCO reservation).

Is This Sensible?

Delinquency is a tough problem. It has not proven amenable to quick fixes or to ad-hoc programming. Evaluations of delinquency prevention projects have consistently noted that projects have not been powerful enough to solve the problem that they were intended to address (Wright and Dixon, 1977, Lundman & Scarpitti, 1978). The program as designed and implemented by LCO does not appear to us to be a credible approach to the prevention of delinquency. The primary theoretical principle behind the project is the maxim, "Idle hands are the devil's workshop." Acting on such a theoretical premise, one intervenes by providing work or play for the idle hands: Youth Centers and computer terminals. Yet, in an exhaustive review of delinquency prevention efforts, Dixon and Wright (1974) conclude that "...there is no evidence that these (recreational) programs in any way alter delinquency" (p. 37). Similarly, the background paper for the Delinquency Prevention Through Alternative Education initiative (OJJDP, 1980) does not include recreational programming as among possibly effective approaches to the prevention of juvenile delinquency. More to the point perhaps, there is scant reason why recreational programs ought to affect delinquency. Delinquency, and crime in general, takes little time. Vandalism is usually an impulsive act taking only seconds. Shoplifting requires at most several minutes. Unless one wishes recreation personnel to supervise youth every minute of every day (and calling such a program recreational would be strange), there is no reason to believe that youth will not have time available to commit crime if they so wish--no matter how much basketball or pool they might play.

Obstacles to Program Development

The LCO project suffered from a succession of difficulties. From funding to staffing to politics, the project confronted a continuous series of obstacles in the path of program development. The following list of events, although not exhaustive of the trials that the LCO project went through, illustrates the project's struggles.

Project Unfocused

The project's fundamental implementation problem was that its goals and objectives, and the strategies to achieve them, were diffuse. As noted above, the original grant proposal did not clearly outline a program. Neither the original project director, nor the director that shortly took over were involved in the proposal writing or project design. They were not sure what they were supposed to be doing.

After meeting with project personnel in August 1980, and January 1981, it was apparent to the evaluation staff that the project had no clearly specified aims. The project hoped to help youth on the reservation stay out of trouble--anything that seemed to address that goal was fair game for project attention. However, after these conferences, we had no clear picture of the project's implemented or intended interventions.

Because the grant application stressed the importance of PLATO, and contained the stated objective of evaluating its usefulness with Indian children, a decision was made to evaluate PLATO instruction in the high school. Although PLATO had been an integral part of the LCO curriculum for some time before the project began, it was decided to administer an abbreviated form of the SAES national questionnaire to all students at the LCO high school once at the beginning of the school year and again at the end of each academic quarter. This plan would have allowed the project managers to monitor the usage of the PLATO terminals over time, and would have made possible a relatively weak quasi-experiment of the effect of PLATO. This quasi-experimental design was not realized because of poor response on the early pretest. Early evaluation plans also called for monitoring the use of the youth centers in order to learn about what kinds of youths used the centers at which times.

At an August, 1982 workshop, project staff, along with evaluation and technical assistance staff, designed a new intervention: Youth Outreach (see below for a description). An outreach effort seemed to encompass the myriad of activities that the project was involved in. Youth Outreach became a major focus of program development efforts. Unfortunately, going from paper to program takes time--interventions must be specified, agreements must be made, and staff must be hired and trained. For the LCO project, it was a matter of too little too late. As of April, 1982, when refunding decisions for the third project year were being made, LCO was still hiring new project staff--more than a year and a half after the initial grant award.

The unfocused nature of the original project proposal was exacerbated by the governing tribal council's view of the project. They may have seen it as another aspect of general reservation activities and perceived little uniqueness to the delinquency prevention project as a project. Thus funds were spent on a range of things such as repairing the school van, providing transportation for school and Group Home events, staffing the Youth Centers, hiring alcoholism counselors, hiring outreach workers, taking youth on field and activity trips, renting PLATO connect time, buying PLATO terminals, and developing PLATO Ojibwa language software. While a subset of these activities might have been reasonable program efforts, the shotgun approach assured that no single intervention received enough attention to have a well defined impact.

Loss of Other Federal Funding

A serious obstacle to the project was the large cuts that the reservation was receiving in other federal funding concurrent with the start of the delinquency prevention project. Instead of being able to focus on additional services to youth on the reservation, the project fell back to maintaining some of the services no longer funded under other grants.

As the project began CETA funds ran out. CETA workers had been staffing the two reservation Youth Centers. Concurrent with these cuts, the Youth Employment Training program, and the Youth Community Conservation Improvement program were discontinued. These federal projects had also provided some funding to maintain the Youth Centers and their activities. At the state level, the Wisconsin Governor's Council on Juvenile Delinquency Prevention, which had provided the funding to build the Youth Centers in the first place, also withdrew support funding. As a result of these funding cuts, the Youth Centers were closed on evenings and weekends--the times that the project felt were most crucial for delinquency prevention. Therefore, the project, instead of extending the services of the Youth Centers as they had hoped, fell back to simply keeping them open.

Toward the end of the project, several other youth and education programs were being discontinued. As cuts in federal programs continued throughout the life of the project, project staff became demoralized. They found themselves subjected to requests to fund a variety of youth related events, whether they were linked to project objectives or not.

The situation deteriorated toward the end of the project. Along with the loss of the delinquency prevention project, the reservation lost funding for a fine arts project in the school, a youth athletic intramurals project, and an adult education project.

Cuts in educational and social programs appear to have elicited a backlash on the part of the LCO reservation population toward whites that worked on the reservation. A tribal election in the winter of 1982 changed the composition of the tribal council. The new members had campaigned on an "LCO jobs for LCO Indians" platform. In April of 1982, 11 of the 17 white teachers in the LCO school system were fired, (with no replacements identified for the following year) along with the principals of the elementary and high schools, the school superintendent, and the director of education (who was a Native American, but was perceived as having let whites become too involved in the education of reservation youth). The alternative education project director, who was white, was convinced that the only reason he was not fired was that the tribal council knew that his dismissal would be the last straw as far as possible third year funding for the project was concerned. The project director believed that if the project had been refunded for the third year, he would have been replaced shortly after the grant was signed.

Although the project director did not give up on the project during these events, it is fair to say that he was less invested in project efforts past April 1982. The political shake-up particularly hurt the evaluation of the project, since the reservation firings were concurrent with attempts to survey users of the Youth Centers, and survey Indian youth who attended the local public schools. Lacking the concerted attention of the project director, neither of these surveys met with much success (see below).

Succession of Project Directors

As late as December 1980, four months into the project, no accounting procedures had been instituted and the paper work for the release of funds had not been completed. The project could not pay its bills, and was threatened with being dropped from the initiative. The project director's duties were assumed by the evaluation coordinator in December, 1980, after he had been associated with the project for only one month. The initial project director resigned in January of 1981, and the evaluation coordinator became the acting project director. The change in status of the evaluation coordinator produced three management difficulties: (a) there was now no one with the primary duty of overseeing the evaluation, (b) having just been hired, the new director knew even less about the project's goals than the original director, and (c) the new director was white, which may have limited his ability to negotiate with the tribal governing board.

Project Not Viewed as Distinct From Regular School

Largely due to the unfocused nature of the project, there was no clear distinction made between the alternative education project and the LCO schools. It may be that the original intention of the grant writers was that the LCO schools themselves were the "alternative" education part of the project. This is certainly plausible given that the LCO schools were indeed established as a culturally-oriented alternative to the public schools. Yet, the project as developed and understood by evaluation and OJJDP staff was an entity distinct from the school. The confusion (whatever the source) resulted in the project having to justify expenditures that did not appear to OJJDP or the evaluation staff to be directly related to the interventions that the project was trying to implement.

An example of this situation was the development of the Ojibwa language program for use on the PLATO system. The argument advanced for underwriting the development of this computer software was that learning Ojibwa would put the reservation child more in touch with his or her heritage, result in more self-esteem, and lead to less delinquency. This causal chain is plausible *if* a project is making a full-scale effort to improve the children's self-esteem. But that was not the project's intention. The point is that instead of concentrating on one task or another, the project delved into a variety of things whose only interconnection was that they had something to do with Indian youth.

Not Expecting Rigorous Evaluation

A further organizational problem was that LCO grant administrators were familiar with a certain kind of federal evaluation. The LCO tribal organization was accustomed to federal evaluators making site visits, and judging projects on the basis of interviews and audits. The evaluation of the alternative education project was perplexing. After decades of federally funded projects, the project director commented that the evaluation of the alternative educational project was the most rigorous that LCO had ever been subjected to.

The consequence of the reservation's past history with evaluation was that evalution tasks were "just more paperwork." When problems developed, or research designs broke down, the response was to assume that it didn't make any difference anyway. One result: Evaluations of the Youth Centers and of the LCO high school school fell apart due to nonattention to data collection details.

Change in Evaluation Staff

A final obstacle to program success was the change in evaluation staff that the project had to endure. Project personnel were dissatisfied with their original field worker. They were puzzled when he showed up for a site visit without a clear set of objectives for the visit. This event reinforced the project's belief that evaluations were generally meaningless. This attitude made evaluation efforts subsequent to the replacement of that field worker in the fall of 1981 more difficult. Then, the replacement field worker resigned in January, 1982. In the two years of their project, therefore, they had three evaluation field workers. This lack of continuity, coupled with the project's previous experience with federal evaluations, served to undercut attempts at formal, data-based evaluation.

Summary of Obstacles to Implementation

The major obstacles to the implementation of the LCO Alternative Education Project were (a) the project had unfocused goals and objectives and expended funds on a grab-bag of interventions, (b) other federally funded projects were being discontinued, and the delinquency prevention project picked up some of their expenses, (c) project administration was allowed to slip in the early months of the project, (d) the project was not viewed as an entity distinct from the LCO schools, (e) project personnel did not expect a rigorous evaluation, and had no experience in conducting one, and (f) there was a lack of continuity in the evaluation staff assigned to the project.

The result of all these obstacles was that at the close of the LCO project it was still in an early stage of development. Staff was still being hired in March 1982, and all project components were not implemented until May of that year. By this time the decision had been made not to renew the project's grant award.

Interventions

Youth Center

The fundamental intervention of the project was the staffing and maintenance of the reservation Youth Centers. There are two Youth Centers on the LCO reservation, located about 15 miles apart in the two most populous communities on the reservation. The project initially hoped to expand the services offered at the Youth Centers, but following cuts in other sources of funds to the Centers, had to be content with installing PLATO and paying the salaries of the Youth Center staff.

The Youth Centers are drop in facilities that have grills, pool tables, video games, and meeting rooms. Space can be cleared to hold dances or other large gatherings. The project hired persons to open and close the center, maintain the physical plant, and serve as cooks (see descriptions of the Support Specialists and Youth Outreach Workers, below). Project personnel also supervised the use of PLATO at the Youth Centers.

The first direct project intervention at the Youth Centers (other than keeping the doors open) was the installation of on-line PLATO terminals. This intervention was intended to provide another source of recreation at the Youth Centers (on-line PLATO terminals allow one to access a variety of computer games), and to make PLATO educational instruction available for youth not involved in the regular LCO school program.

Installation of the terminals got off to a slow start. The PLATO terminals had to be connected to a "parent" computer in Minneapolis, and the phone lines necessary to carry the information are different from the regular long-distance lines. New lines were installed, but this took four months. The lines were connected directly to the Reserve Youth Center, and regular long-distance lines carried the signal to the New Post Youth Center.

The necessity of sending the signal by long-distance telephone lines from New Post to Reserve caused the project quickly to remove terminals from New Post. Long-distance rates were too expensive to justify the terminals' use at New Post. Thereafter, until the end of the project, the New Post Youth center was not a prime focus of project activities. Project funds were used to staff it and keep it open, but PLATO and other project activities were unavailable there.

Because rental of connect time with the Minneapolis computer was expensive, the project eventually purchased self-contained PLATO micro-computers. Four of these were installed in the Reserve Youth Center in January of 1982. Although they were less expensive to run, the self-contained units had one major drawback: little software was available.

The primary use of the PLATO units in the Youth Center was game-playing. They were seldom used for instruction. But game packages were not available for the self-contained units. The only software was designed for the teaching of basic academic skills--items of little interest to the Youth Center clientele. Project personnel estimated that use of the terminals dropped 80% when the self-contained computers were installed.

Project-sponsored Youth Committees were developed in the summer of 1981. These committees were organized by project personnel and were open to all youth on the reservation. They operated out of the Youth Centers. Participation in the meetings themselves was light, but the committees--or the project personnel running them--did design and carry out a number of recreational activities for youth. From January 1981 until April 1982, a total of 14 events and trips were sponsored by the project. These included dances, skating parties, field trips, skiing expeditions, and canoe trips.

Youth Outreach

In August 1981 a new Youth Outreach intervention was designed that appeared to encompass a variety of project interventions. The LCO project decided to locate those youth on the reservation who were unemployed and not enrolled in school, or who were enrolled in school but in danger of being expelled for discipline or attendance reasons. The Youth Outreach effort was designed to identify such youth, offer counseling and tutoring, and involve these youth in constructive activities. Two categories of workers were responsible for this effort: Support Specialists, and Youth Outreach Workers.

The first Support Specialist began work in November of 1980, and a second in April of 1981. They were originally responsible for staffing and supervising the youth centers, and the PLATO terminals in them, and for providing drug and alcohol abuse counseling to Youth Center clients. With the advent of the Youth Outreach effort, they acquired the additional responsibilities for making home visits to Outreach youth, and of supervising the Youth Outreach Workers.

It is difficult to say how qualified the Support Specialists were to carry out their duties. Their status as tribal members was certainly an asset; it would be difficult for outsiders to understand the economic and social problems that the reservation youth faced. On the other hand, although drug and alcohol abuse counseling was one of the Support Specialists' primary responsibilities (indeed they viewed it as their most important repsonsibility), neither Specialist had any training in counseling. Although academic training neither guarantees nor prevents one from attaining the skills necessary to carry out effective substance abuse counseling, a lack of training in counseling is not indicative of a strong counseling component.

The Youth Outreach Worker position was created to establish a liaison between the project and reservation youth. The Youth Outreach Workers were to be the people in the field identifying reservation youth in need of service, and organizing and supervising recreational activities. The Youth Outreach Workers also staffed the Youth Centers, and were responsible for unspecified "peer counseling."

The Youth Outreach Workers were all high school graduates or were currently attending the LCO high school. Youth Outreach Workers ran the Youth Committee meetings, and oversaw their activities. The Youth Outreach Workers were also responsible for conducting a census of Youth Center users, administering an evaluation survey to Youth Center clients, and carrying out a field survey of reservation youth who attended the Sawyer County public schools.

By January 1982, three Youth Outreach Workers had been hired, and four more were hired in March 1982.

Alternative Education

Prior to the start of the alternative education project, students at the LCO high school who exhibited chronic absenteeism were expelled from the school. The project established a policy whereby students who attained seven unexcused absenses were suspended from the school, and required to attend PLATO tutoring at the Youth Centers. If these students performed satisfactorily they could be reinstated in the regular LCO curriculum at the beginning of the next academic quarter. This referral and PLATO tutoring component was called the "Alternative Education Program."

Other Interventions

Project funds contributed toward the PLATO instruction offered at the LCO high school and elementary school. Project funds paid for part of the rental of the PLATO terminals in the LCO high school. In addition, in January 1982, the project purchased eight PLATO self-contained microcomputers. Two of these were placed in the LCO high school, and two in the LCO elementary school. In April of 1982, all of these self-contained PLATO computers were installed at the Reserve Youth Center.

The project also supported the development of an Ojibwa language program for use on the PLATO system. The package describes in Ojibwa several traditional Ojibwa events (e.g. "The Sugar Camp"), while on the screen the scene is drawn and labeled in Ojibwa. Headphones allow the student to listen to the speech. Students respond by repeating the sentence they have heard (but with no feedback as to correctness), and engage in multiple-choice tests of matching written Ojibwa to drawings of objects named in the previous lesson. A fundamental difficulty with the program is that Ojibwa grammar is substantially different from that of English--the language of all children on the reservation. For example, in Ojibwa, the verb is always the last word in the sentence. Unfortunately, the program does not address grammar at all. Because they are not instructed to the contrary, children make the reasonable assumption that the the first word spoken in Ojibwa corresponds to to the first word of the English translations. It doesn't. Observations indicated that interacting with the program degenerated to a guessing game of randomly assigning Ojibwa labels to drawn objects in the hope of matching them correctly. Any learning that took place appeared to be rote memorization of chance correct matchings. Project staff admitted that children were a little "confused" by the language lesson.

A second Ojibwa lesson was supposed to be in development at the close of the project. We do not know whether it was completed or not.

Project staff provided some services to the reservation Group Home and to the LCO school. The LCO Group Home is a residential community for adolescents suffering from drug or alcohol dependency. The project provided transportation for Group Home residents to Youth Center activities, and offered PLATO tutoring (although we do not know if tutoring was utilized). The Support Specialists provided some counseling to these youth.

The project also provided transportation for LCO school children to project activities.

A Human Services committee was established. Chaired by the Project Director, the committee was charged with the coordination of social service delivery agencies on the reservation. The project director felt that his time as chair of the committee was a project contribution.

Evaluation Results

At the outset, it should be made clear that we have little data by which to evaluate the LCO project. The project was still hiring staff as late as March 1982, and had not yet fully implemented one of its most important interventions, Youth Outreach. Evaluation issues took on secondary status to program implementation. In addition, for reasons outlined above, at the close of the project when summative evaluation data were being collected, project personnel were not invested in the project itself, much less in its evaluation. The project director was cooperative with evaluation efforts, but the data provided are insufficient to make strong conclusions. Therefore, the information that follows is mostly descriptive in nature. It is offered more to aid other program implementers and evaluators than to evaluate the LCO project.

Youth Center

In March of 1982 the first task assigned to the Youth Outreach Workers was to undertake a census of Youth Center users. For four weeks, every user of the two Youth Centers had to sign in. From this sign-in sheet a roster of Youth Center clients was developed. The Reserve Youth Center (the foremost site of project events) had 125 different users, and the New Post Youth Center had 81. Because the New Post Youth Center had little to do with the project, other than being staffed through project funds, it serves as a kind of non-equivalent control for Reserve, the project Youth Center.

In consultation with the national evaluation staff, a survey was designed to identify the personal characteristics of the Youth Center users, and to assess their satisfaction with the Youth Centers. The two Youth Centers were based about 15 miles apart. Since transportation around the reservation is a substantial problem for reservation youth, it might be assumed that attendance at one Youth Center or the other would depend mainly on geography. Differences in satisfaction with or use of the Youth Centers might be attributable to project effects.

Table 1 gives some descriptive information on the clients of the two Youth Centers. The N's (the number of people responding to the survey) tells the most important story. Of the 125 identified clients of the Reserve Youth Center, 78 were surveyed, for a response rate of 63%. Only 17 of 81 New Post youth completed their surveys, for a response rate of 21%. Not only is an N of 17 too small for results to be dependable, but a 21% response rate suggests that selection biases may exist. Nevertheless, Table 1 does not suggest any major differences between the youth using the two Youth Centers, other than that the New Post Youth Center might be serving slightly older youth. With the poor response rate, it is impossible to say with any certainty.

Table 2 suggests that youth visit the Reserve Youth Center somewhat more often than the New Post Youth Center (but the difference is not significant). Satisfaction with the youth centers does not differ much.

Table 3 gives the stated reasons for visiting the youth centers. Of particular interest here is the low percentage of youth who go the Youth Centers to use PLATO (by the time of the survey in the summer of 1982 PLATO had been installed at New Post). Youth mostly attend the Youth Centers to do what one might expect: play games, visit friends, and get something to eat. The results do not support the notion that making computerized basic skills instruction available at recreational sites will affect many youth.

Also interesting in Table 3 is that almost no youths report involvement in Youth Council Meetings.

One possibly positive effect of the project's attention to the Reserve Youth Center can be found in Table 4. Table 4 gives the place of residence of each survey respondent. Whereas all (N = 17) of the New Post Youth Center repondents were from New Post, Reserve served youth from all 10 of the major reservation communities. It may be that the project and its Outreach efforts succeeded in involving more youth in Youth Center activities. Alternatively, the project may have chosen to operate primarily in the more popular center.

Finally, Table 5 gives descriptive information about the employment and schooling status of the Youth Center users. No differences are significant, although somewhat more of the youth at New Post may be attending the LCO high school.

We can make no inferences concerning the delinquency prevention efficacy of the youth centers. Project personnel never provided court contact data on the Youth Center users as agreed.

What can we conclude about the Youth Centers? Reserve, the primary project site, seems to serve youth from a wider geographical area than the New Post Youth Center, which received less attention from the project. This may or may not be a project effect. According to the project director, the Reserve Youth Center was more active than New Post prior to the start of the project. That was why Reserve was chosen as the focus of the project.

To be fair, more important than any differences between the youth centers is their fundamental similarity: they were open for business. They would have been closed or opened on a much curtailed schedule without grant funding. Thus, their availability to youth was a project success. For theoretical reasons, however, their usefulness in preventing delinquency is questionable.

Youth Outreach

We have no direct way of evaluating the effectiveness of the Youth Outreach component, including the Youth Outreach Workers, and the Support Specialists. Yet, three comments are in order:

1. As just discussed, the greater geographical distribution of the Reserve Center's users may be due to Outreach efforts, since Support Specialists and those Youth Outreach Workers that had been hired were based there. The evidence for this in only circumstantial.

2. The Youth Center survey administration was the single most important task of the Youth Outreach Workers, and it was performed poorly. This suggests that high school students require careful supervision to carry out such a field study. Similar supervision would probably be required for the other duties, including peer counseling and family visits, with which they were charged.

3. Support Specialists may require more preparation in drug dependency counseling. Because they were charged with supervising the Youth Outreach Workers in the Youth Center survey administration, which did not go well, they may have required more preparation in project management or supervision as well.

Alternative Education

We were not provided with information needed to identify Youth referred to "Alternative Education" during the 1981-82 school year. Both the principal of the high school and the project director indicated that the program did not work: Youth suspended from high school for nonattendance did not come to the Youth Center for basic skills tutoring, or counseling in drug dependency.

For descriptive purposes, Table 6 gives characteristics of the referrals to Alternative Education during the spring of 1981.

Other Interventions

LCO School students vs. public school students. Since project funds had gone to support the LCO schools' PLATO efforts, and to provide extra-curriculur activities to LCO students, an attempt was made to compare LCO students to those reservation youths who attended the area public school. Such a comparison might produce policy information on the consequences of intentionally segregated, culturally-based education.

The SAES survey was administered in school to students attending the LCO high school. A roster of reservation youth attending the Sawyer County public schools was acquired. Youth Outreach Workers were assigned the task of individually administering the SAES questionnaire to these students as part of their Outreach effort.

At the LCO school 79 of 95 students completed the survey, for an adequate response rate of 83%. Only 29% (26/89) of the public school youth were surveyed. As was the case for the Youth Center survey, the questionnaire was administered to too few persons for confident interpretation of the data.

Table 7 gives the results of analyses of variance comparing the public school students to the LCO students on the SAES measures. The low N's, and the differential response rates mean that these results should be interpreted with great caution.

Despite the hazards in interpretation, the pattern of results suggests that the students attending the public school are less rebellious and engage in less delinquent behavior--behavior patterns often associated with low attachment to school and experiences of suspension. But public school students are suspended more often and receive fewer rewards in school than do youths attending the LCO schools. These results do not bear directly on the issue of whether the LCO schools increase or reduce the risk of delinquent behavior. Differences observed may be entirely due to self-selection.

PLATO instruction. We were unable to persuade the LCO high school to randomly assign students to PLATO use. Because strong claims have been made for the efficacy of PLATO as an instructional medium, we nevertheless decided to examine PLATO use as best we could.[1] Table 8 presents simple correlations between hours of PLATO use in 1982 and measures of academic achievement, attachment to school, psychological health, and delinquency.

The only significant correlates of PLATO use are absences and disciplinary referrals. Youth who skip school more, and who get in trouble more, tend to use PLATO more. This, of course is purely correlation data, and probably indicates only initial differences in users of PLATO. There is no relation to academic achievement as measured by either grades or self-reported school effort--it is not only the less able students who are using PLATO. Neither is there any relationship between PLATO use and any measure of psychological adjustment. We find no evidence here that PLATO use increased the self-esteem of low skilled learners.

---

[1] We were unable to do multiple regression analyses on PLATO use controlling for pretreatment differences between individuals because of low numbers of students surveyed in spring 1981. Pretests administered in the fall of 1982 were also inadequate because (a) they were not adminstered until November, making their "pretest" status questionnable, and (b) there is a great deal of missing data.

Nothing in these results suggests PLATO instruction had a measurable effect on anything.

Did the Program Meet Its Goals and Objectives?

Probably not. We cannot assess the project's impact on delinquency. Self-report delinquency was assessed in the LCO high school, but the response rate for students in the public school was extremely low, and besides, the Youth Centers were the prime project intervention. Since the court contact data was never delivered, we are blind to the effects of the Youth Centers on delinquency. There is no reason to believe they had an effect on delinquency.

We cannot say whether the project affected dropout from the LCO school. Since the intervention in the school was weak (paying for computers that were already there) we do not know why dropout should have been affected. We do know that the "alternative education" intervention--referral to the Youth Center for tutoring after suspension--was not successful. No one came.

Similarly, we cannot evaluate the project's effects on suspensions and absenteeism from the LCO school, or on the self-esteem of LCO youth. Some weak evidence suggests that youths attending the LCO school are suspended less than they might be were they attending the public school. The project certainly did provide recreational opportunities for youth.

Recommendations

1. Projects should not be funded that do not have a clearly specified theoretical base supporting a rational, planned set of interventions. Especially given the short time period (two years) by the end of which projects are required to have demonstrated progress toward goals and objectives, programs that are not able to hit the ground running are faced with an impossible task.

2. Projects should not be allowed to expend funds on "scatter-shot" interventions. The LCO project spent time, money, and energy on a shopping basket of youth interventions. It would have better concentrated its efforts on a smaller subset of interconnected interventions. The Youth Outreach program was an attempt to do this, but there remained insufficient time for its implementation.

3. Personnel implementing an intervention should have the requisite training and experience. Only when counseling is done well is there much hope of positive effects. Indeed, the evidence suggests that counseling can be of no help in preventing delinquency (Wright and Dixon, 1977), and may have negative effects (McCord, 1978; Cook, 1983) that should be carefully guarded against. Under the circumstances, state-of-the art counseling interventions implemented by well-trained professionals are perhaps worthy of test, but the efforts of amateurs are unlikely to be fruitful.

4. The requirement of rigorous evaluation should be made clear prior to funding, and a clearly specified experimental or strong quasi-experimental evaluation design should be a requirement for funding. Federally funded crime prevention

projects should come to anticipate careful evaluations involving control groups and the collection of adequate outcome data.

References

Carlton, R. The Lac Courte Oreilles Alternative Education Project: Interim Report. In G. D. Gottfredson (ed.), The School Action Effectiveness Study: First interim report (Report No. 325). Baltimore: The Johns Hopkins University, Center for Social Organization of Schools, 1982.

Cook, M. S. Plymouth Alternative Education Program: Second interim report. Baltimore: The Johns Hopkins University, Center for Social Organization of Schools, 1983.

Dixon, M. C., & Wright, W. E. Juvenile delinquency prevention programs: An evaluation of policy related research on the effectiveness of prevention programs. Nashville, Tenn.: Office of Educational Services, Box 60, Peabody College for Teachers, 1974.

Lundman, R. J., & Scarpitti, F. Delinquency prevention: Recommendations for future projects. Crime and Delinquency, 1978, 24, 207-220.

McCord, J. A thirty-year follow-up of treatment effects. American Psychologist, 1978, 33, 284-289.

Office of Juvenile Justice and Delinquency Prevention. Program announcement: Prevention of delinquency through alternative education. Washington, D.C.: Author, 1980.

Table 1

Descriptive Statistics on Youth Center Patrons, Spring 1982

	Reserve: Project Youth Center			New Post: Comparison Youth Center		
Characteristics	M	SD	N	M	SD	N
Age in years	16.17	5.77	76	18.50	5.61	17
Male	63%	--	78	63%	--	17
Holding high school diploma	31%	--	78	25%	--	17

Table 2

Frequency of Attendance and Satisfaction with Youth Centers, Spring 1982

	Reserve: Project Youth Center			New Post: Comparison Youth Center		
Patron's report of	M	SD	N	M	SD	N
Weekly visits to youth center	3.93	1.75	75	3.06	1.71	17
Satisfaction with youth center	2.81[a]	.68	79	2.94	.43	17

[a] On a four-point scale ranging from "Very Satisfied" (4) to "Very Dissatisfied" (1).

Table 3

Reasons for Visiting Youth Center, Spring 1982
(Column Percent)

Reason	Reserve: Project Youth Center(n=79) % Affirmative	New Post: Comparison Youth Center(n=17) % Affirmative
Games (Pinball, video, pool)	90	94
Food	68	47*
Social contacts	66	71
Use PLATO	8	12
Youth Council meetings	1	0
Other	9	0

*p<.10

Table 4

Residence of Youth Center Patrons, Spring 1982 (Column Percent)

Community of Residence	Reserve: Project Youth Center (n=78)	New Post: Comparison Youth Center (n=17)
Bacon Square	4	0
Chief Lake	11	0
Dry Town	1	0
K-Town	6	0
New Post	4	100
Reserve	48	0
Round Lake	6	0
Signor-Couderay	9	0
Six Mile	4	0
White Fish	4	0
Other	4	0

Table 5

School and Work Status of Youth Center Patrons Responding to, "What are you Doing Mostly?", Spring 1982 (Column Percent)

School and Work Status	Reserve: Project Youth Center(n=78)	New Post: Comparison Youth Center(n=17)
Attending LCO high school	23	41
Attending LCO elementary school	4	6
Attending Hayward public high school	4	6
Attending Hayward public elementary school	1	0
Attending vocational school	1	0
Attending G.E.D.	1	0
Attending college	1	0
Working full or part time	24	24
Doing tribal volunteer work	1	0
Unemployed	15	18
Other	23	6

Table 6

Descriptive Statistics on Referrals to "Alternative Education", Spring 1981

Student Characteristics	M	SD	N
Grade point average, Spring 1981	2.00	0.00	5
Hours PLATO use, Spring 1981	7.05	5.17	11
Absences, Spring 1981	9.63	3.07	8
Disciplinary referrals, Spring 1981	1.09	.70	11

Note: Six of the 11 referrals withdrew during the Spring of 1981. Three of these subsequently re-enrolled the following year, and one more dropped. At the end of 1982, 7 of the 11 1981 referrals were still enrolled in school. None had graduated.

Table 7

Comparison of Self-report Measures of Indian Youth Attending the LCO High School and the Sawyer County (Hayward) Public Schools, Spring 1982

Questionnaire Measures	LCO			Public School		
	M	SD	N	M	SD	N
School variables						
Attachment to school	.73	.22	77	.70	.30	20
School rewards	.43	.33	78	.10	.22	22***
School punishments	.10	.17	78	.07	.19	22
Parental emphasis on education	.46	.30	76	.30	.21	22***
School effort	.55	.29	77	.51	.28	24
Negative peer influence	.29	.19	79	.27	.22	25
Victimization	.10	.15	77	.06	.10	21
Involvement	.20	.16	77	.15	.14	23
Reading ability	1.92	1.59	79	1.85	1.64	26
Psycho-social variables						
Attachment to parents	.42	.24	79	.55	.26	25***
Belief in rules	.61	.28	76	.71	.28	22
Positive self-concept	.69	.17	72	.70	.17	21
Rebellious autonomy	.86	.23	75	.71	.36	22**
Interpersonal competency	.77	.25	73	.76	.27	22
Internal control	.44	.24	75	.42	.28	22
Alienation	.27	.24	76	.24	.26	21
Practical knowledge	1.34	.40	76	1.22	.61	22
Invalidity	.14	.18	77	.05	.12	22**
Self-reported behavioral variables						
School non-attendance	1.29	.66	78	1.00	.82	25
Delinquency--total	.28	.19	52	.14	.15	25***
Serious delinquency	.14	.17	52	.07	.14	25*
Suspensions	.62	1.98	79	1.85	3.57	26**
Drug use	.60	.32	51	.28	.31	25**

*p<.10
**p<.05
***p<.01

Table 8

Correlations between 1982 Hours of Plato Use and Measures of Academic Achievement, School Attachment, Psychological Adjustment, and Delinquent Behavior

Measures	r	N
Academic achievement		
Spring 1982 GPA[a]	.06	73
School effort	.09	77
Absences[a]	.29*	89
Withdrawals from school[a]	.16	95
Attachment to school		
Attachment to school	.09	77
School rewards	.12	78
School punishments	.03	78
Psychological adjustment		
Positive self-concept	.09	72
Alienation	-.10	76
Internal control	.07	75
Interpersonal competency	.18	73
Delinquent Behavior		
1982 Discipline referrals[a]	.28*	95
Self-reported delinquency--total	-.04	52
Self-reported serious delinquency	-.12	52
Self-reported drug use	.05	51

[a] School-based data; other measures are SAES questionaire-based.

*p<.05

Plymouth Alternative Education Project: Second Interim Report

M. S. Cook

Abstract

The Plymouth Alternative Education Project operated Student Service Centers, Student Activities Centers, and an out-of-school Learning Options program primarily for two high schools and two middle schools. These interventions provide educational services, counseling, and recreation for students with disciplinary and attendance difficulties in this predominantly working and middle-class white community. Interim evaluation results imply that the high school Student Activities Center is being implemented with care, and has some promising positive effects on participants (increased academic performance, decreased alienation, and increased practical knowledge). Interim evaluation results raise some questions about the Student Service Center implementation, and suggest that some unexpected negative effects of this counseling intervention may be occurring. The Learning Options program, which appears to be vigorously implemented, did not participate in an outcome evaluation.

The Project

The Plymouth Alternative Education Project is one of several projects funded by the federal Office of Juvenile Justice and Delinquency Prevention (OJJDP) as part of its Program in Delinquency Prevention through Alternative Education. The Plymouth project operates in two large high schools that share the same physical plant, and in two separated middle schools. All are located in a mostly white working and middle-class suburb of Detroit, Michigan. The project seeks to provide services to students exhibiting truancy, disruptive behavior, or poor academic performance, and who are considered at risk for drop-out and delinquency. The project is composed of four discreet treatment programs:

1. The high school Student Services Center is a daily semester-long class for which students receive credit toward graduation. Treatment involves four major interventions: (a) facilitated group peer counseling, using the students' day-to-day problems as the source of group discussion, coupled with affective educational training in transactional analysis and interpersonal communication skills, (b) close weekly monitoring of the students' academic progress in their other classes, (c) individual counseling outside of the class period, and (d) a high level of counselor-initiated parent contact.

2. The high school Student Activities Center has three distinct interventions: (a) a competency-based remedial writing and study

---

This report covers roughly the period September 1981 through August 1982. For an account of the project during its first year see Carlton (1982).

skills class for students showing poor academic performance, (b) a supervised setting for student initiated activities such as clubs and discussion groups, and (c) an organized intramural program targeted at students who are uninvolved in conventional school extra-curricular activities.

3. The middle school Student Services Center is similar to the high school program of the same name. There are three major differences between the two interventions, all of which are due to the maturational differences of the respective client populations: (a) students meet weekly on an individual basis with their counselor for ten weeks prior to the formation of groups; this aids in developing bonding to the counselor so that the counselor has more leverage over negative peer influence effects that could appear in this age group; (b) the middle school program is team taught; two counselors facilitate the group discussions so that they have more direct control over the group process; and (c) the program is more structured, relying less on the students themselves to bring up problems as a source of group discussion.

4. Learning Options (LO) is a completely self-contained alternative school for highly disruptive students from both the high and middle schools (though most program participants in 1981-82 were middle school students). It is characterized by a high degree of individualized instruction, tutoring, group and individual counseling, progressive attainment of responsibility, student input into rules and disciplinary practices, and parental involvement in their children's schooling.

Besides the above programs, project staff also seek to influence the general school climate of the four project schools by serving as informational sources for alternative discipline procedures, and by sitting on appropriate building and district-level committees concerned with discipline, attendance, and school rules.

Program Changes During 1981-82

The only major change in the high school SSC between the 1981 and 1982 school years was the decrease in the amount of time that the class was team taught. In previous years, the project co-directors had often team taught the class, particularly when students were having difficulty, or some special problem came up. Apparently due to time spent engaged in evaluation activities, the SSC counselor was forced to work alone in the SSC class more than anticipated.

In the SAC two changes were made in the program during the year. First, a pre- and post-testing procedure for the remedial writing class was revised to make it more sensitive. It was changed from a five-part to a seven-part examination. The SAC instructor devoted a great deal of time to developing an adequate diagnostic and evaluative instrument--one that paid handsome dividends (see Evaluation Results, below).

A second change in plans for the SAC was the emphasis that was placed on the remedial writing class for the SAC participants. In fact, "Student Activities Center" was somewhat of a misnomer for the intervention during the 1981-82 year. The primary intervention of the SAC was, in fact, the writing class, and student activities took a back seat to the development of this component. Now that the intervention has been designed and many of the bugs worked out, more time will be available for student activities.

The middle school SSC saw a dramatic change from the original program design developed from the high school SSC model. During the initial attempt to apply the high school model to the middle school during the spring of 1981, it was found that middle school students (seventh, eighth, and ninth graders) did not have the personal maturity or trust in their teachers to deal openly with the interpersonal and intrapersonal issues that were the subject of discussion in the SSC classes. For the 1981-82 year, a procedure was developed in which middle school SSC participants met one-on-one with their respective SSC counselor for ten weeks prior to the start of group activities. It was hoped that after the students had developed a personal trusting relationship with one of the counselors, they would be able to resist the peer pressure to "act out" during the class, and that the groups would stay on task. This change was only partially successful.

Additional changes from the high school model that were incorporated into the middle school SSC were the addition of a weekly study day in which the counselor served as an academic tutor, and the use of more structured assignments and activities during the group time. Instead of relying primarily on the students and their problems as the source of material for group discussion, topics were determined beforehand by the SSC counselors, and presented to the group. Also, a greater emphasis was placed on discipline and maintenance of the school rules during the SSC period. In another attempt to control the group and its behavior, the class was always team taught--both middle school SSC instructors participated in each class meeting.

1981-82 Evaluation Results

High School Student Services Center

The Plymouth Alternative Education project successfully implemented a true experiment in the high school Student Services Center (SSC). This experiment was carried out for both semesters of the 1981-82 school year. The experimental design for the first semester broke down somewhat as a number of the students randomly assigned to treatment refused the intervention. (Randomization was accomplished using a table of random numbers.) A more adequate selection procedure, involving a group meeting to provide more information about the program to potential students, resulted in fewer refusals by treatment students for the second semester experiment.

Results for the year-long experiment are presented in Tables 1 and 2. Table 1 presents the results for analyses of variance comparing the randomly assigned treatment and control students on the measures of Plymouth's goals as outlined in their PDE plan. Table 2 gives the results for similar analyses on their PDE plan's objectives. (Separate analyses that are limited only to the second semester treatment and control students yield essentially identical results.)

As footnote 1 on Table 1 indicates, too few students successfully completed the Expression scale for it to be analyzed. The Expression scale was a self-report measure of expressive communication ability that was developed with project help. It was added as an addendum to the regular SAES questionnaire.

A more extensive version of the scale has been developed for 1982-83, and will be included in the regular version of the SAES student questionnaire.

The G.P.A. measure reported in Table 2 is only a weak measure of achievement. This is because it was the G.P.A. for the entire academic year. Therefore, any effects of the second semester treatment will be watered down by the first semester pre-treatment G.P.A. All reported high school G.P.A. data suffers from this defect.

Table 1 shows that out of the 14 measures of the SSC goals, four are significantly different for treatment and control group students. Only one of those differences favors the treatment group: Treatment students attempted significantly more classes than the control group. This, in effect, is an implementation measure. One of the program objectives is to move the students toward graduation, and SSC participants are required to take a full load of classes, including the SSC itself, for which they receive credit toward graduation. Importantly, the treatment students do not pass any more classes than the control students.

The SSC results in three negative effects on goal measures. The SAES measures of Interpersonal Competency and Parental Emphasis on Education both significantly favor the control group. The treatment students also report more drug use than the control students.

The SAES measures of Alienation and Interpersonal Competency are perhaps the most direct SAES measures of the attitudinal and intrapersonal variables that the SSC seeks to affect. In this data, Alienation shows no difference, and Interpersonal Competency shows a negative effect of the treatment.

The negative effect on drug use is particularly disturbing, since it suggests that far from decreasing the drug use of their clients, the project is increasing SSC students' involvement in drugs.

Turning to Table 2, of the 12 non-redundant measures of the SSC's objectives, there are two dependably and two marginally significant effects. Two of these effects favor the treatment, and two the control. Treatment students are slightly less likely to be suspended out of school, and are also somewhat less likely to voluntarily withdraw from school. These are important, if weak, positive program effects. The controls, on the other hand, skip class less, and report themselves to be more involved in conventional (essentially school related) activities. No other differences, including four other relevant measures (see the bottom of Table 2) approach significance.

Several hypotheses were advanced by the project co-directors to account for these results. They are explained more fully below, but one included the observation that positive benefits of the program may be of a more long-term nature; students may initially have some negative affect as they are forced to confront themselves and their problems in the group context, but that the self-learning that occurs, along with the support provided by project staff, should better equip the students to cope with the large, impersonal school environment. In order to examine this hypothesis, a separate series of analyses of variance were run looking just at the first semester treatment and control students. The treatment students should have had an extra semester for the longer term effects of the treatment to be manifested. Because of the decreased number of experimental participants, this analysis will be less sensitive than the whole year analysis.

Table 3 gives the results for all significant effects and nearly significant effects, for the same outcomes listed on Tables 1 and 2. Also listed are the results of an analysis of the Invalidity scale, a measure of truthfulness in reporting. There are six significant effects, all of them indicating a negative effect of the treatment. First semester treatment students as compared to controls reported less Interpersonal Competency, lower Self-esteem, more Rebellious Autonomy, less Involvement in conventional activities, lower Attachment to School, and less Parental Emphasis on Education. No other measures approached significance.

The hypothesis that the SSC students would exhibit increased positive programmatic effects over time is not supported. If anything, the negative effects on the interpersonal and intrapersonal variables measured by the SAES increase over time.

Potential explanations of the negative treatment effects. To what do we attribute the short- and long-term effects of the SSC treatment? Analysis of program implementation, and discussion with program personnel suggest eight possible explanations for the combination of effects found:

1. Composing the groups entirely of students with academic and behavioral problems may have resulted in non-conventional group norms. This could have produced in- and out-of-school friendship cliques that were predominantly non-conventional in nature.

The SAES questionnaire includes a measure of Negative Peer Influence--the extent to which the respondent's peers get in trouble and encourage the respondent to be anti-conforming. Analyses of variance of this measure for the first semester treatment and control students shows that there is a very weak trend toward treatment students (M = .48, N = 17) reporting more negative peer influence than control students (M = .40, N = 22; p =.19). For the comparison of all experimental students for the whole year, we find a similar, but even weaker pattern of effects. The treatment group (M = .46, N = 46) reports very slightly more negative peer influence than does the control group (M = .41, N = 42; p = .27). This difference is trivial and non-significant.

Evidence more strongly supporting a negative peer influence effect comes from the difference in drug use and class attendance between treatment and controls in the year sample. Adolescent drug use is highly related to peer use and may be subject to peer influence (Kandel, Kessler, & Margulies, 1978). The treatment students may be influencing each other to increase drug use. Likewise, the increased class cutting is consistent with the negative peer influence hypothesis. In all, the evidence for a negative peer influence effect is equivocal. Project personnel should nevertheless be attentive to its effects.

2. A second possible explanation for the negative effects of the SSC treatment lies in the possibiltiy of a counselor-validated norm that, "The school stinks, but you need that piece of paper." A primary goal of the Plymouth project is to increase the graduation rates of potential drop-out students. One of the ways that the SSC addresses this

goal is to validate the students' perceptions concerning the impersonal nature of the school and the lack of caring of some of their teachers and parents, while at the same time emphasizing to the students how important the high school diploma is. The students are taught to cope with secondary education, and survive in the building, but not necessarily to enjoy school. This explains how the students can become less attached to school, decrease their involvement in school activities, and skip class more often, and at the same time reduce their rate of voluntary withdrawals. Given the strong relationship between attachment to school and graduation rates (Bachman, O'Malley, & Johnston, 1978; D. Gottfredson, 1982) this is a risky approach to the problem of drop-out. This is particularly true since the students are attending class significantly less than the controls, despite programmatic efforts to closely monitor attendance.

3. An explanation for the consistent negative effects on the Parental Emphasis on Education self-reports comes from the data found in Table 4. Table 4 shows the number of parent phone calls, parent visits, and parent meetings recorded for each of the four Plymouth project treatments. Collapsing parent visits and parent meetings, it is apparent that, although parents are highly encouraged by program personnel to become involved in their children's education, and are continually invited for conferences and program activities, the high school SSC treatment parents average less that 1.5 personal visits per semester. Throughout the semester, the students are behaviorally reminded that their parents do not, in fact, support their educational efforts. They are given clear evidence that their parents do not care enough to attend program functions. Whether this is a long-term negative effect of the program can only be known through follow-up.

4. A hypothesis advanced by the project co-directors for the negative self-report measures (excluding self-reported drug use) is that the positive intra-psychic effects of the program will only occur over time. This was the reason that separate comparisons were made of the first semester only treatment and control groups. That analysis indicated, that if anything, the negative attitudinal effects increased over time. Yet, it is still possible, although unlikely, that a still longer follow-up period will be necessary to demonstrate positive effects. It must be said that at the current time the weight of the evidence argues precisely opposite to a delay of positive effects explanation.

5. Another hypothesis concerning the self-report measures is that the treatment students responded more honestly. A large part of the affective education instruction provided in the SSC class involves teaching students to honestly evaluate their intrapersonal feelings and responses. Students are encouraged to openly express their feelings in the class. Indeed, one of the primary reasons that it became difficult to design a middle school SSC that paralleled the high school model was that middle school students could not as easily trust one another to keep confidences so that close personal feelings could be expressed without fear of ridicule. The project co-directors argued that this intrapersonal reflection and emphasis on honestly would contribute to differences between treatment and control students through a two stage process: (a) because of the emphasis on examination of them-

selves and their problems students would become more aware of the problems they have--they would be carrying less "false autonomy," and (b) they would therefore be more likely to report honestly about their personal feeling and behaviors when responding to the questionnaire. These are two subtly different processes, but they would combine to make the treatment group more likely to report negative events on certain measures, even if they did not actually differ; in fact, they may not be as bad off as the control students. Ironically, in the view of the project co-directors such "negative" self-report effects of the treatment could actually be positive treatment effects.

It is difficult to evaluate the accuracy of this claim. Some data is available from the SAES Invalidity scale. Invalidity is a measure of truthfulness in reporting and contains items such as "I read several whole books every day." Although this measure was designed to detect students who were not responding seriously and honestly to the survey, it shows no difference between the first semester treatment and control groups (see Table 3). But, the argument advanced is that the control students may not be as "self-aware" as the treatment students, so the question is really not one of lying on the questionnaire. Therefore, the invalidity scale only obliquely addresses the "honest" reporting issue.

On the other hand, the "self-aware/honesty" explanation does not explain the differences in self-reported drug use; the measure is a factual report of use that does not rely on being more self-aware for more accurate reports. Particularly since there were no differences on the overall delinquency self-reports, it is difficult to hypothesize that the treatment students were responding more honestly to the behavioral measures. Why should the students honestly report their illegal drug use, and falsely report other delinquent acts?

Obviously, differences in self-report style cannot account for the negative program effects on class attendance where school records were the source of the measures.

6. Another explanation for the pattern of negative effects is that randomization broke down, and that the experimental and control groups differed at the outset of the evaluation. Table 5 gives the results for analyses of variance comparing all program treatment groups and their respective controls on affective pretest measures gathered prior to the experiment. Because many of the students failed to adequately complete the pretest, N's for these analyses are very low. Nevertheless, there is no indication from these data that the high school SSC students differed at the beginning of the treatment period. Only one comparison out of nine approaches significance, and this is well within the bounds of chance.

7. A seventh possible explanation for the results is that the negative self-report effects are real, and that they may be the result of inconsistent implementation of program components. Unfortunately, we only have two sources of implementation data. One is records of parent contacts, the other is the actual time, in days, spent in the treatment program. The correlations of parent contacts and time in treatment with each other and with all outcome measures were calculated. None of these correlations was significant. Table 6 shows the correlations between time in treatment and parent contacts. It is apparent that there is no relation between

the amount of time the treatment students are in the class, and the number of parent contacts that are made. If contact with the students' parents is an integral part of the treatment process, then at least this component of the intervention is not being systematically applied.

Related to implementation issue is the significant increase in class cutting shown by the treatment students. Because class attendance is an important target behavior for the program, it is obvious that program implementation is breaking down. One of the very behaviors that is specifically addressed is moving in the wrong direction.

8. A final possible explanation for the negative self-report effects could lie in differential response to the SAES questionnaire. Table 7 lists the reponse rates for the various Plymouth project sampling groups. Fewer of the high school SSC control than treatment students completed the questionnaire. Since the students who are not surveyed may show poorer outcomes than more cooperative students, some of the negative effects may be due to the differential survey response rates. Of course, to explain the self-reported drug use results one would have to argue that the non-surveyed controls differed from the surveyed treatment students in their drug use, but not in their delinquency. In any case, the differential survey rates make evident the need for strengthened efforts to administer the 1983 SAES student questionnaire to control group students to achieve high response rates for both treatment and control groups.

Examining the entire pattern of results, and the possible plausible and implausible explanations for them forces us to conclude that the jury is still out on the high school SSC. The self-report results are seemingly negative (especially for drug use), and class attendance is negatively affected, yet there is a strong positive trend in the whole year sample in the key behavioral measures of voluntary withdrawals and out-of-school suspensions. We will have to wait for replication results and an examination of new data with higher control group response rates to reach a final conclusion concerning the efficacy of the high school Student Services Center model.

One closing point should be noted concerning the high school Student Services Center: the program is very popular in the school system. It has been funded in the district for nine years, and will be supported when federal funding is no longer available. School system administrators, at least, view the program favorably. When confronted with the interim evaluation results, the typical administrator's response reportedly is "Johns Hopkins must not be measuring the right things." Although we can hardly imagine a longer questionnaire, or more extensive data collection, the project has cooperated in helping us design "affective education" measures. They have been incorporated into the 1983 version of the School Action Effectiveness Study survey. Further speculations await better data.

High School Student Activities Center

A true experiment was carried out during the second semester of the 1981-82 year to evaluate the high school School Acitivities Center writing class (SAC). Table 8 gives the results for analyses of variance comparing random treatment and control students on measures of the SAC's goals.

The Capitalization, Punctuation, Words, Sentences, Sentence Structure, Study Skills, and Essay measures are all derived from pre- and post-tests measuring the writing skills covered during the writing class. Of the six test component comparisons, (the Essay comparison is based on too few persons for interpretation) three are significant, and one shows a marginally significant trend. In all cases the treatment students perform better than the control students. It is apparent that treatment students are improving their writing skills.

Four other measures of the SAC's goals are also significant. SAC clients attempt more classes than the control students (and the percentage of classes they pass approaches significance, p = .12). SAC students report themselves to be less alienated, and to have greater practical knowledge. Although the SAC students report themselves to be receiving significantly higher grades, the results of the analysis of the actual grade data do not support the self-reports. As noted earlier, however, the G.P.A. data are for the entire academic year, and the experimental students were only in the program during the second semester. Any program improvements would be diluted by the first semester pre-treatment data. The fourth effect is a non-significant trend for SAC students to report that their parents put less emphasis on their education.

Table 9 gives the results of analyses of variance comparing the treatment and control students on measures of the SAC's objectives. None of the measures that do not overlap with SAC goals are statistically significant (Alienation is discussed above).

The experimental evaluation of the SAC writing classes suggests three conclusions:

1. The students are improving their writing skills, and may be increasing their overall academic performance, at least so far as it is measured by self-reported grades. Follow-up of these students should result in better information concerning general academic improvements.

2. Two psychosocial development outcomes favor the SAC students: Alienation and Practical Knowledge. We do not know whether these effects are a direct result of the class and the counseling that accompanies it, or an indirect effect of increased academic success. Since the SAC and SSC students appear to be very similar by the pretest measures (see Table 5), and the SSC program is explicitly a counseling program, while the SAC is primarily a remedial academic program, one cannot but be struck by the possibility that increased academic achievement results in better "psychological health"--and that the SAC is a more fruitful intervention than the SSC.

3. The trend toward the SAC producing lower self-reports of Parental Emphasis on Education is interesting because it parallels results found for the high school SSC. It was argued for the SSC that program personnel seek to involve parents in their children's education, but report that they are largely unsuccessful. This may serve to reinforce for the students the knowledge that their parents do not care about their educational progress. A similar process may be operating in the SAC. The control students in both the SSC and SAC may be in blissful ignorance of their parents lack of concern about their education.

4. A fourth conclusion is that the SAC seems to be well implemented. This conclusion flows from two pieces of data. The first is the observation that the SAC instructor has spent a great deal of time developing curriculum materials and pre- and post-tests to monitor the progress of his students. It is significant that he has revised his pre- and post-tests. This indicates that he is paying attention to the data he receives from his test, and is responding accordingly. This is a positive sign for any program development effort.

A second piece of implementation data can be found in Table 10. This table shows the correlations between parental contacts and time in the SAC class--measures of implementation--with selected pretest and outcome variables. Parental contacts are highly correlated with several of the outcome variables, notably those having do with discipline infractions, and academic performance. Particularly strong (r = .60) is the correlation between classes missed and parental contacts; the SAC instructor is notifying parents when their children are not attending class. Also strongly correlated with parent contacts is the Expression scale measured at pretest; the more expressive the student, the more the parents were contacted. This pattern of correlations is in marked contrast to that found in the SSC data in which the parental contacts were not correlated with any other measure. Table 10 also shows that time in the SAC class is unrelated to parental contacts, so, like the SSC, parental contacts are not uniformly distributed over time. On the other hand, relationships between parental contacts and outcome variables show that the SAC instructor seems to be responding systematically to the behavior of the students.

The Middle School Student Services Center

Early in the 1981-82 year an attempt was made to implement a true experiment in the middle school Student Services Center (SSC). This design broke down when there were insufficient referrals to enable students to be randomly assigned to treatment and control groups.

As a fallback design, the project co-directors identified a non-equivalent control group of students in the school, and administered the project pretest to them. Table 5 gives analyses of variance results comparing the SSC participants to their non-equivalent controls on pretest self-report scales. Of the nine comparisons, five are significant. Three of the pretest measures (Alienation, Attachment to school, and Expression) favor the control group, and two (Belief in the rules and Interpersonal Competency) favor the treatment group. It is puzzling that some of the measures favor the treatment group, and some the control, but the consequence of the gross differences between the groups is that it will be very difficult to explain any differences between groups on outcome measures because it will be difficult to disentangle treatment effects from pretreatment differences.

Tables 11 and 12 give the results for analyses of variance comparing the treatment and non-equivalent control groups on measures of the middle school SSC goals and objectives. Of thirty-three outcome measures, fourteen show statistically significant differences between the groups and five others show strong trends. In all cases, the treatment group shows poorer outcomes than the control group. Recall, however, that it is probable that the groups differed before treatment. The analyses imply that the treatment does not change the behavior of referred students to match that of non-referred students. (Analyses of covariance controlling for pre-existing differences were uninterpretable; too few students completed both pre- and post-tests to allow for meaningful analyses.)

One positive note for the program may be found in Table 13. This table lists selected correlations between parent contacts and time in the SSC with the various outcome measures. The table indicates that the counselors in the SSC are responding to misbehavior and truancy by contacting parents.

Learning Options

We were unsuccessful in eliciting an agreement from Learning Options personnel to implement a true experiment or any other satisfactory summative evaluation. Since Learning Options serves adolescents with severe behavior problems, identifying a meaningful non-equivalent control group is difficult. Therefore, we are left with no control group and no outcome evaluation of the Learning Options program. This is unfortunate, in that the Learning Options program appears to be a theoretically based and well-implemented attempt to deal with problem students in an alternative education format.

For descriptive purposes Table 14 gives the means and standard deviations of relevant outcome measures for the Learning Options students.

Other Project Accomplishments

A major accomplishment of the Plymouth Alternative Education Project in 1981-82 was the implementation of a new Plymouth-Canton high school attendance and withdrawal policy. The old attendance and withdrawal policy was that students were automatically withdrawn from the high school if they accumulated eight unexcused absenses. The project co-directors, while serving on the high school's Attendance Policy Committee, were instrumental in getting this policy changed to one in which there are no automatic attendance related withdrawals. Instead, students who acquire eight unexcused absenses are referred to in-house suspension upon their return.

The project staff was also primarily responsible for developing systematic disciplinary record-keeping procedures at the the two project middle schools. Neither school had adequate procedures (one kept no records at all). In this case, the national evaluation had an indirectly positive effect on implementation. When the school with no record-keeping procedures resisted the development of such procedures, it was required to comply by the system superintendent after project staff informed the superintendent that the national evaluation required discipline data.

Organized student activities sponsored by the SAC included not only the spring intramural volleyball program, but a dance group, a "Thursday afternoon discussion group," and a club called "Musicians Unlimited." All of these groups were student-initiated, and the SAC provided space and organizational help. One unexpected positive benefit of the dance group is that it developed into a support group for the small number of blacks that attend Plymouth-Canton high school. The center became a place where black students could meet together over lunch, dance, or just talk.

Major Forces Affecting the 1981-82 Program

During the 1981-82 school year, two major environmental events caused difficulties for the Plymouth Project: (a) requirements of the national evaluation, and relations with the national evaluation staff at the Johns Hopkins University, and (b) a school district reorganization that moved ninth grade students from the high school to the middle school. In addition to these two major forces, the project was affected in less dramatic ways by the poor economic situation in Michigan, and obstacles presented by the physical education department in one of the high schools to the implementation of the Student Activities Center's spring intramural volleyball program.

Evaluation Issues

The relations between the national evaluation staff and the Plymouth Project remained rocky for much of the year (see the first evaluation report), but showed much improvement by the spring of 1982. Efforts in the Fall of 1981 to implement true experiments in the high school Student Services Center (SSC) and Student Activities Center (SAC) met with some success, but problems developed because of (a) a drop in referrals (particularly at the middle school SSC) when teachers and administrators found that access to the program could not be guaranteed (due to the randomization process), and (b) randomly assigned referred students refusing to take the treatment. At the high school, both the SSC and the SAC did undertake experiments during the first semester, but many of the students that were randomly assigned to the treatment did not receive it. This, coupled with the reservation of many of the slots in the programs for continuing students and students referred from the Learning Options (LO) component, resulted in few students actually being experimental treatment and control group members.

The result of these events at the middle school was that an experimental evaluation of the middle school Student Services Center was not undertaken, and the project was forced to identify a non-equivalent control group of middle school students not referred to the program. This procedure was not successful (see above).

At the high school, the project screened students more carefully for the second semester randomization process, and developed a group presentation procedure whereby potential program participants could learn about the program, and could consent to being involved in one or the other program before randomization took place. This procedure, while not eliminating the problem of treatment refusals, decreased it sufficiently so that a true experiment of adequate power was carried out in both the high school SSC and SAC during the second semester of 1981-82.

In the meantime, project staff found the randomization procedure, the core data collection requirements, and the administration of the School Action Effectiveness Study (SAES) questionnaire to all SSC and SAC treatment and control students, LO students, and random samples of the two high and middle schools put a severe stress on their resources (see the first interim report). A further difficulty was a change in the evaluation staff member assigned to the project. The Social Action Research Center (SARC) field worker assigned to the Plymouth Project left the evaluation in the fall, and the responsibility was assigned to the SARC Coordinator of Formative

Evaluation, who subsequently resigned in January of 1982. The author was assigned to work with the Plymouth project in mid-January 1982.

The project staff attributes several negative effects to the demands on their time that the evaluation imposed in 1981-82: (a) they had less time to devote to "systemic" goals, to working within the school system at large to humanize the educational process, (b) the project co-directors could not provide the personnel support to the SSC and SAC programs as they had intended, (c) staff coordination and planning decreased as staff meetings were cancelled to make time for evaluation activities, (d) program referrals decreased, (e) and the perceived roles of the project co-directors changed from that of direct service providers to grant administrators, evaluators and paper-pushers. The project co-directors feared that this might negatively affect their future in the school system once the Federal funding runs out.[1]

It is difficult to assess how serious each of the foregoing effects has been. It is certainly true that there were referral difficulties, particularly at the middle school, but these problems coincided with a re-organization that placed the project's primary source of referrals, ninth graders, in the middle schools where the project was new and in which referral sources had not yet been strongly developed. Concerning time for planning, if evaluation activities did interfere with planning, this is unfortunate: A primary objective of the Program Development Evaluation process is a systematic increase in planning.

Systemic change activities, although an interest of the project (see "Policy Changes" above), have never been a project priority. Project staff have repeatedly stated that theirs is primarily a treatment intervention, and in fact, have stressed to the national evaluation staff their desire to keep a low profile in project schools. As regards the change in the roles of the project co-directors, part of this was to be expected, because they are, indeed, grant administrators; the addition of a project staffer in charge of many evaluation tasks for the 1982-83 year should alleviate some of those service delivery vs. data gatherer distinctions.

Finally, to the extent that evaluation activities contributed to a lack of direct program support by the project co-directors, (and this issue was raised by virtually everyone connected to the Plymouth project), then the national evaluation hurt the project. The difficulties derive in part from a lack of project staff available to plan for and accomplish evaluation tasks--a requirement that was not clear in the OJJDP request for applications. Future requests for proposals should make more explicit (a) the time necessary for evaluation activities, and (b) the requirement that this time be budgeted for in the original request for support. If rigorous evaluation is a requirement of a grant, as it is in the Alternative Education Program, then it should be a major criterion of selection for funding, as it was not (General Accounting Office, 1982).

---

[1] We have recently learned that the direct costs of maintaining the Plymouth project will be picked up during the 1983-84 school year by the local school district.

The difficulties the project was having in implementing evaluation requirements, the turnover in evaluation staff, plus the project's feeling that they were spending all of their time on evaluation activities precipitated anger over a draft of the first interim evaluation report sent to the project for comments. The report criticized the project's compliance with the national evaluation at a time (submission of the third-year refunding request) when the project felt it could least afford such criticism. The project directors therefore responded with a written detailed criticism of the report and the national evaluation staff responsible for it.

This event and its aftermath symbolize the entire year's negotiations between the project and Johns Hopkins: evaluation difficulties building to confrontation, culminating in compromise. The first interim report was clarified to underscore that while there had been major problems with evaluation activities, the project was making good-faith efforts to correct them, and that improvements were occurring. The most important change that occurred was that the Plymouth staff began to see ways to get the various tasks done (if some compromises were made), and the evaluation staff was willing to allow the compromises and provide some help in order to see that the most rigorous evaluation possible was performed. For example, instead of a administering the SAES to a large random sample of the high school population (a task that project staff felt was absolutely overwhelming), ten English classes were surveyed; this was a compromise for both parties: the English classes are not as strong a climate assessment as a random sample would be, providing a weaker evaluation of the school change aims sought by OJJDP, but the project was held to doing the survey, and meeting response rate benchmarks, which they did. Johns Hopkins facilitated the Plymouth survey administration by pre-printing mailing labels for the project's parental consent letters. Negotiations between the parties ultimately resulted in the Plymouth project requesting funds in their third year budget for an evaluation staff person, which Johns Hopkins strongly supported in discussions with OJJDP staff. These funds were awarded for the third project year.

The working relationship between Johns Hopkins and the Plymouth project is currently much improved. For 1982-83 project personnel have developed a more adequate non-equivalent control group for the middle school SSC (collecting better pre-treatment data, and matching the non-equivalent controls more carefully to the treatment population). They have implemented strong experiments in both high school programs, and have aided in the development and pre-testing of an SAES scale designed to measure attitudinal changes resulting from affective education. Continuing compromises include the quasi-experimental evaluation of the middle school SSC, the continuing use of the English class sample in the high school, withdrawal of the requirement to follow-up the 1981-82 English class sample, and the dropping of the Learning Options component from the third year budget (this was also due to the 30% budget cut requirement, but the lack of evaluatability of Learning Options--see the first interim report-- contributed to the decision).

School District Re-organization

The second major environmental change influencing the project was a district re-organization that took ninth graders out of the high school and placed them in the middle school. Ninth grade students were the primary source of referrals for the high school program, so the treatment population shifted upward one year to include mostly tenth graders. More importantly, the ninth grade population was now in the middle schools in which the project was new and little known, so that referral contacts were not strong. It became harder to identify the students the project feels are most suitable for the SSC treatment. In addition, the re-organization plan diverted many of the students that the middle school program had been working with in the spring of 1981 to other non-project middle schools where they could not be given the follow-up support that the project feels is necessary to successful treatment.

The re-organization also led to a problem for the students returning from Learning Options to the regular school curriculum. Since most of the Learning Options students have been eighth or ninth graders, it had been relatively easy to return them to the large, impersonal high school environment. At the middle schools though, the project ran into difficulties when principals of the two schools were wary of allowing the Learning Options participants back in the school. The Learning Options students were eventually allowed to re-enroll, but project staff feel that they are subjected to undue "surveillance."

Two additional climate effects of the re-organization are that both the ninth grade students and their teachers were angry about the change. The ninth graders were anticipating beginning high school, with the autonomy it presents, and the ninth grade teachers felt that they were "demoted" from the high to the middle school level.

A positive result of the re-organization is that the SAC program was given more building space at the high school than it had expected to receive. It had room to conduct its student actvities, and to have a "home" room for the SAC writing class.

Other Forcefield Events

A third negative force in Plymouth's field is the severe recessionary economy in Michigan. While Plymouth, Michigan was not as directly affected as Detroit proper, unemployment was up, and school district funding is largely dependent upon state funding. As a whole, the state of Michigan is suffering a major fiscal crisis.

The recession affects the project in two ways: First, it makes uncertain future continuation of the project after Federal funding is discontinued. This affects the project now, because time must be spent investigating and shoring up additional sources of funds. For example, Learning Options was not included in the third year budget, but is funded in 1982-83 primarily by local and school system funds (see Footnote 1).

A second recessionary effect reported by project personnel at both the high and middle school level is that the students are suffering more family/home problems, problems directly related to unemployment. During the year, unemployment in Michigan averaged about 12%. Project staff estimate that among their client population (primarily working class) that the unemployment rate may be as high as 30 to 40%. While we cannot verify the magnitude of either of these negative effects of the recession, they certainly seem plausible.

As previously noted, a fourth negative environmental effect on the project was the required 30% budget cut for the 1982-83 year. This affected the project in the 1981-82 year, because hard decisions had to be made about where the cuts should occur. Because the director of the Learning Options program and the Johns Hopkins evaluation staff had been unable to come to an agreement concerning an adequate evaluation design by February, 1982, the project decided to drop Learning Options from the third year funding proposal. In this manner, the SSC and SAC programs could be funded at their current level, and funds could be acquired for an on-site evaluation staff person. It is unfortunate that we were unable to implement an adequate evaluation for Learning Options, perhaps the most powerful of the Plymouth interventions.

Two forcefield events had effects primarily on the high school SAC program. In the spring of 1982, when the project tried to implement an intramural volleyball program for students not involved in other school events, the project ran into difficulties from the physical education instructors. They were wary of lending space and equipment to a venture designed for what they perceived to be marginal students. The SAC instructor had to see four persons, finally returning to his initial contact before he received permission to use the gymnasium facilities after school. This resulted in the program starting later in the semester than intended. The project was also forced to purchase their own volleyballs, as the P.E. department would not let them use its equipment.

A related problem that the SAC ran into was the lack of scheduling flexibility in the high school. It was difficult to schedule activities, and most had to be held after school.

Changes in the Force Field for 1982-83

The only anticipated major change in the force field is the markedly improved relationship with the national evaluation. This should occur for four reasons: (a) a highly trained evaluation staffer has been assigned to the Plymouth project as their evaluation contact and better continuity in and a smoother working relationship with evaluation personnel is expected, (b) a full-time person has been hired to perform evaluation tasks such as data collection, program assignment, and questionnaire-administration, (c) the procedures for carrying out the experiments quasi-experiments, and SAES questionnaire administration have now been "field tested" for a year, and (d) the Growth Works component, over which much time had been lost trying to develop an evaluation acceptable to both parties, is no longer a part of the federal initiative.

Program Changes for 1982-83

A new intervention has been added in the high school Student Services Center to address the problem of school non-attendance. The data from the 1981-82 experiment indicated that that the SSC students were skipping school at a high rate. A group competition has been set up in which each "group" (class period) competes with the other groups on increasing attendance. This is an attempt to use peer pressure to influence those students that are failing to attend class on a regular basis.

A second change involves the elimination of the "advanced" class. During the spring of 1982, one of the groups was composed of entirely of students continuing from the previous semester. It was hoped that students that did not seem to benefit from one semester of treatment might be better served by participating in the program for a second time along with other similar students. They would have the benefits of group experience, and would not have to develop anew the group process. Project staff felt that this innovation was unsuccessful, i.e., students that did not benefit from the program in one semester showed little improvement in two. They have therefore discontinued this advanced class for 1982-83. Instead, some students will be allowed to serve as peer facilitators in the regular SSC classes.

A curriculum change in the high school SSC is the addition of a section on death and dying. The SSC counselor perceived a need to work through the problem of the deaths of close friends and relatives, so a discussion of these issues will be included during the 1982-83 semesters.

In the high school Student Activities Center more emphasis will be placed on the activities component. More activities will be planned, and intramurals will be organized for both the fall and spring semesters and will involve more participants. During fourth hour (the lunch period) a series of semi-formal seminars are planned on topics such as alcoholism, planned parenthood, and selective service. These will be designed to structure more of the target students' lunch time--a time during which they often get involved in disciplinary incidents.

A further change involves the use of tutors. In 1981-82, non-program seniors were used as tutors, but the SAC instructor felt that this procedure was not satisfactory, because the SAC students resented the expertise of the tutors. In 1982-83 successful graduates of the program will do tutoring.

Finally, the SAC instructor was the senior class advisor during the 1981-82 year, and their representative group operated out of his office. For the following year, he will be the tenth grade advisor where he feels he can be more of a counseling aid. The SAC instructor will also advise the Student Forum (the high school student government), and that body will operate out of the SAC offices.

At the middle school SSC, less time will be spent on the one-to-one bonding, and the groups will be started earlier in the semester. The program's student evaluation instrument, the Student Behavior Evaluation (SBE) has been simplified for 1982-83. The instrument was designed for use at the high school level, and the middle school staff feel that it is too detailed and complicated for middle school use. Data from an evaluation of the SBE supports their assessment.[2]

---

[2] See Report on utility for diagnosis of student Behavioral Evaluation Scales, April, 1982. Available from author.

References

Bachman, J. G., O'Malley, P. M., & Johnston, J. Adolescence to adulthood: Change and stability in the lives of young men. Ann Arbor, Mich.: Institute for Social Research, 1978.

Carlton, R. The Plymouth-Canton Alternative Education Project: Interim Report. In G. D. Gottfredson (ed.), The School Action Effectiveness Study: First Interim Report (Report No. 325). Baltimore: The Johns Hopkins University, Center for Social Organization of Schools, 1982.

General Accounting Office. The Office of Juvenile Justice and Delinquency Prevention's Special Emphasis Program Has Not Realized its Full Potential (GGD-82-42). Washington, D.C.: Author, 1982.

Gottfredson, D. C. Personality and persistence in education. Journal of Personality and Social Psychology, 1982, 43, 532-545.

Kandel, D. B., Kessler, R. C., & Margulies, R. Z. Antecedents of adolescent initiation into stages of drug use: A developmental analysis. In D. B. Kandel (ed.), Longitudinal research on drug use: Empirical findings and methodological issues. Washington, D.C.: Hemisphere, 1978.

Table 1

Outcomes on Measures of Plymouth High School Student Services Center Goals

Goals	Treatment			Control			p
	M	SD	N	M	SD	N	
Reduce alienation							
Alienation	.44	.27	50	.43	.25	42	.88
Improve academic skills							
Self-reported school effort	.33	.29	52	.30	.27	42	.45
Self-reported grades	1.79	.76	43	1.91	.65	43	.41
8182 G.P.A.[2]	1.66	1.53	45	1.82	1.57	45	.62
Classes attempted	5.34	.77	44	4.67	1.30	45	.004*
Classes passed	4.24	2.06	46	3.91	1.99	46	.44
Percentage of classes passed	.77	.35	42	.76	.31	44	.93
Reduce delinquent behavior							
Self-reported delinquency	.42	.20	46	.37	.21	38	.27
Self-reported serious delinquency	.22	.23	46	.20	.23	39	.63
Drug use	.89	.17	42	.78	.30	38	.05*
Truancy petitions	0.00	0.00	57	.02	.13	60	.33
Improve coping behaviors[1]							
Interpersonal competency	.73	.30	50	.84	.20	41	.05*
Rebellious autonomy	.82	.27	51	.72	.35	42	.11
Practical knowledge	1.35	.40	51	1.34	.49	42	.91
Increase parental involvement in education							
Parental emphasis on education	.32	.28	46	.42	.49	42	.007*

* Statistically significant.

1 The Expression Scale was completed by too few control students for analysis.

2 A very weak measure of achievement.

Table 2

Outcomes on Measures of Plymouth High School

Student Service Center Objectives

	Treatment			Control			p
Objectives	M	SD	N	M	SD	N	
Increase attendance							
SAES non-attendance index	1.52	.57	52	1.64	.57	44	.32
Classes missed second semester	102.86	45.70	43	73.89	46.74	45	.004**
Classes missed per class attempted	19.80	9.22	44	15.95	10.21	43	.07*
Reduce official voluntary withdrawals							
Voluntary withdrawals	9%	--	57	21%	--	61	.10*
Voluntary and involuntary withdrawals	11%	--	57	21%	--	61	.18
Increase sense of belonging and purpose							
Attachment to parents	.41	.24	52	.41	.29	44	.98
Attachment to school	.46	.25	50	.47	.27	43	.86
Alienation	See Table 1.						
Involvement	.07	.10	52	.13	.13	42	.02**
Decrease expulsions							
Expulsions	0.00	0.00	54	0.00	0.00	00	1.00
Administrative withdrawals	.56	1.31	55	.70	1.74	54	.64
Increase self-esteem							
Self-esteem	.58	.18	49	.62	.18	41	.35
Increase participants' ability to own responsibility for their own behavior							
No measure							
Reduce out-of-school suspensions							
Out-of-school suspensions	.08	.27	.53	.29	.89	52	.10*
Increase parental involvement in schools							
Parental emphasis on education	See Table 1.						
Develop more positive parental attitudes toward school and alternative education							
No measure							
Other theoretically relevant measures							
Belief	.64	.25	51	.66	.24	42	.74
Internal control	.48	.29	51	.49	.27	42	.88
Self-reported suspensions	.31	.47	51	.28	.45	43	.72
In-school suspensions	.34	1.00	53	.25	.58	53	.55

* Strong trend.

** Statistically significant.

Table 3

Plymouth High School Student Services Center Has Negative Effects on First Semester 1981-82 Students

	Treatment			Control			p
Goals	M	SD	N	M	SD	N	
Interpersonal Competency	.76	.27	21	.91	.14	17	.05*
Self-esteem	.52	.19	20	.73	.12	17	.0005*
Rebellious autonomy	.92	.14	21	.73	.36	17	.03*
Involvement	.06	.06	23	.12	.12	17	.05*
Attachment to school	.41	.27	22	.62	.25	17	.02*
Parental emphasis on education	.31	.31	21	.54	.32	17	.03*
Invalidity[1]	.10	.17	21	.11	.14	17	.98

[1] A measure of truthfulness in reporting.

*Statistically significant.

Table 4

Parental Contact Data, Plymouth
Second Semester, 1981-82

	Parent Phone Calls		Parent Visits		Parent Meetings		Total Parental Contacts	
	M	SD	M	SD	M	SD	M	SD
High School SSC	2.26	2.59	.48	.72	.87	1.108	3.61	3.94
Middle School SSC	5.32	4.11	.81	1.16	.41	.99	6.63	5.15
High School SAC	1.76	1.72	.19	.50	.33	.12	2.28	2.27
Growth Works	9.68	7.91	4.46	5.52	.89	1.15	15.03	11.41

Table 5

Pretest Measures on Plymouth Program Participants and Controls

	High School SSC			High School SAC			Middle School SSC			Growth Works
	T	C	p	T	C	p	T	C	p	T
Attachment to parents	6.6	5.8	.14	6.8	6.7	.92	6.6	6.8	.49	6.7
Affection from parents	6.0	6.2	.77	5.9	6.2	.69	6.1	6.2	.81	6.5
Alienation	1.7	1.9	.55	1.7	1.6	.94	2.0	1.4	.001**	1.4
Attachment to school	4.7	4.0	.26	5.9	5.04	.46	3.03	4.4	.01**	5.0
Belief	4.1	4.0	.95	3.6	2.8	.17	2.7	2.3	.07*	2.8
Expression	2.0	1.9	.92	2.7	3.6	.12	2.2	2.8	.04**	2.9
Interpersonal competency	3.3	3.3	.91	2.8	2.5	.61	2.2	1.7	.01**	1.8
Self-esteem	7.5	6.5	.07*	6.6	5.0	.03**	4.9	5.0	.72	5.2
Internal control	2.9	2.7	.63	2.8	2.6	.63	2.2	2.2	1.00	2.5

* Strong trend.
** Statistically significant.

Table 6

Correlations Between Time in SSC Class and Selected Client Characteristics: Plymouth High School SSC Class

	Time in SSC Class	
Client characteristic	r	p
Parental meetings	-.11	.47
Parent phone calls	-.13	.37
Parent visits	-.09	.53

Table 7

Percentage Completing Student Questionnaire
Plymouth, Spring, 1981-82

	Treatment	Control
High School SSC	81%	71%
Middle School SSC	91%	79%
High School SAC	81%	80%
Growth Works	62%	
High School English Classes	97%	
Middle School Random Sample	99%	

Table 8

Results on Measures of Plymouth High School
Student Activities Center Goals

	Treatment			Control			
Goals	M	SD	N	M	SD	N	p
Reduce alienation							
Alienation	.36	.23	32	.56	.31	17	.02**
Improve academic skills							
Capitalization[1]	1.44	3.90	34	1.08	3.57	13	.77
Punctuation[1]	4.91	3.15	34	-.38	3.15	13	.0000**
Words[1]	4.29	3.54	34	.54	3.27	13	.002**
Sentences[1]	3.74	4.70	34	1.15	4.86	13	.10*
Sentence structure[1]	2.09	5.22	34	1.62	5.33	13	.78
Study skills[1]	5.29	4.19	34	.62	4.72	13	.002**
Essay[1,2]	7.06	11.41	36	-12.50	10.62	6	.0004**
Self-reported grades	2.08	.55	36	1.61	.78	18	.01**
8182 G.P.A.	1.62	.89	34	1.52	.63	21	.66
Self-reported school effort	.29	.28	36	.29	.21	17	.94
Classes attempted	5.41	.82	34	4.73	1.28	22	.02**
Classes passed	4.27	1.50	34	3.64	1.43	22	.13
Percentage of classes passed	.80	.27	34	.65	.43	22	.12
Reduce delinquent behaviors							
Self-reported delinquency	.28	.20	32	.34	.34	14	.35
Self-reported serious delinquency	.14	.19	32	.21	.22	14	.28
Drug use	.59	.39	34	.63	.35	14	.77
Truancy petitions	0.00	0.00	34	0.00	0.00	25	1.00
Improve coping behaviors[3]							
Interpersonal competency	.81	.21	33	.75	.27	17	.44
Rebellious autonomy	.85	.24	33	.88	.27	16	.72
Practical knowledge	1.48	.47	32	1.13	.64	17	.03**
Increase parental involvement in education							
Parental emphasis on ed.	.32	.29	34	.47	.30	17	.10*

1 This is the average change from pre- to post-test.
2 Very low n's make this analysis inconclusive.
3 The Expression scale was not completed by any control students.
* Strong trend.
** Statistically significant.

Table 9

Results of Measures of Plymouth High School

Student Activities Center Objectives

	Treatment			Control			p
Objectives	M	SD	N	M	SD	N	
Increase attendance							
SAES non-attendance index	1.53	.61	36	1.63	.50	16	.58
Classes missed second semester	91.41	55.79	34	79.82	50.69	22	.43
Classes missed per class attempted	17.05	10.14	34	18.55	13.71	22	.64
Decrease official voluntary withdrawals							
Voluntary withdrawals	16%	--	44	8%	--	25	.57
Voluntary and involuntary withdrawals	16%	--	44	8%	--	25	.57
Increase sense of belonging and purpose							
Attachment to parents	.45	.27	36	.32	.26	18	.12
Attachment to school	.49	.30	35	.40	.31	17	.36
Alienation	.36	.23	32	.56	.31	17	.02*
Involvement	.06	.09	34	.03	.08	16	.25
Reduce expulsions							
Expulsions	0.00	0.00	44	0.00	0.00	25	1.00
Administrative withdrawals	.52	1.35	44	.76	1.33	25	.48
Increase self-esteem							
Self-esteem	.64	.17	30	.59	.24	13	.45
Increase ability to own responsibility							
No measure							
Reduce out-of-school suspensions							
Out-of school suspensions	.11	.49	44	.08	.28	25	.75
Increase parental involvement in schools							
No measure							
Develop more positive parental attitude toward school and alternative education							
No measure							
Other theoretically relevant measures							
Belief	.59	.24	33	.54	.27	17	.48
Internal control	.58	.23	33	.56	.28	17	.81
Self-reported suspensions	.23	.43	35	.29	.47	17	.62
In-school suspensions	.20	.55	44	.44	1.08	25	.24

*Statistically significant

Table 10

Correlations of Two Implementation Measures (Parent Contacts and Time in SAC Class) with Selected Client Characteristics for the Plymouth Middle School SAC Random Treatment

Implementation measure and client characteristic	r	p
Total parent contacts		
Administrative removals	.40	.003
Out-of-school suspensions	.48	.001
Total suspensions	.43	.004
Classes missed	.60	.001
Classes passed	-.32	.06
81-82 G.P.A.	-.32	.06
Expression Pretest	.71	.004
Time in SAC class		
Parental meetings	.09	.58
Parent phone calls	.00	.98
Parent visits	.03	.85

Table 11

Outcomes on Measures of Plymouth Middle School
Student Services Center Goals

	Treatment			Non-equivalent Control			p
Goals	M	SD	N	M	SD	N	
Reduce alienation							
Alienation	.46	.25	38	.50	.25	76	.57
Increase academic skills							
Self-reported grades	1.53	.94	36	1.93	.77	81	.02*
Self-reported school effort	.15	.18	35	.37	.32	83	.00002*
Classes attempted	7.32	1.13	43	7.37	1.17	98	.83
Classes passed	5.72	2.19	43	6.65	1.49	98	.004*
Percentage of classes passed	.76	.25	43	.91	.14	98	.0000*
Reduce delinquent behavior							
Self-reported delinquency	.60	.29	32	.40	.27	74	.0009*
Self-reported serious delinquency	.53	.31	32	.33	.28	75	.002*
Drug use	.80	.30	49	.52	.39	77	.0000*
Truancy petitions	.02	.15	45	0.00	0.00	105	.13
Detentions	1.60	2.17	20	1.31	1.71	52	.55
Improve coping behaviors							
Interpersonal competency	.63	.24	36	.70	.24	75	.18
Rebellious autonomy	.65	.31	35	.70	.34	76	.43
Practical knowledge	1.33	.37	34	1.33	.51	78	.97
Increase parental involvement in education							
Parental emphasis on	.50	.29	36	.49	.27	80	.87

*Statistically significant.

Table 12

Outcomes on Measures of Plymouth Middle School Student Services Center Objectives

Objectives	Treatment			Non-equivalent Control			p
	M	SD	N	M	SD	N	
Increase attendance							
SAES non-attendance index	1.54	.73	37	1.11	.88	84	.01**
Excused absences	5.02	.99	43	5.02	.70	99	.61
Unexcused absences	8.45	11.07	43	5.36	5.60	99	.03**
Reduce official voluntary withdrawals							
Voluntary withdrawals	11%	--	45	6%	--	109	.51
Voluntary and involuntary withdrawals	11%	--	45	6%	--	109	.51
Increase sense of belonging and purpose							
Attachment to parents	.37	.27	37	.42	.29	85	.41
Attachment to school	.28	.21	36	.36	.27	82	.09*
Alienation	.51	.24	36	.46	.24	79	.25
Involvement	.09	.14	36	.15	.19	80	.10*
Decrease expulsions							
Expulsions	0.00	0.00	45	0.00	0.00	106	1.00
Administrative withdrawals	5.20	6.09	44	2.00	4.40	102	.0005**
Increase self-esteem							
Self-esteem	.48	.16	32	.58	.15	75	.004**
Increase participants' ability to own responsiblity for their own behavior							
No measure							
Reduce out-of-school suspensions							
Out-of-school suspensions	1.93	2.29	44	.66	1.23	106	.0000**
Increase parental involvement in schools							
Parental emphasis on education	See Table 5.						
Develop more positive parental attitudes toward school and alternative education							
No measure							
Other theoretically relevant measures							
Belief	.46	.28	35	.55	.25	78	.10*
Internal control	.53	.26	35	.46	.27	78	.22
Self-reported suspensions	.66	.48	35	.49	.50	80	.09*
In-school suspensions	1.45	1.23	20	1.08	1.34	52	.28
Expression	1.74	.84	31	1.34	.97	74	.08*

* Strong trend.

** Statistically significant.

Table 13

Correlations of Two Implementation Measures (Parent Contacts and Time in SSC Class) with Selected Client Characteristics for the Plymouth Middle School SSC Treatment

Implementation measure and client characteristic	r	p
Total parent contacts		
Excused absences	.35	.02
Administrative removals	.26	.09
Truancy petitions	.47	.002
Court referrals	.44	.004
Time in SSC class		
Parental meetings	.11	.69
Parent phone calls	.09	.73
Parent visits	-.05	.84

Table 14

Descriptive Statistics on Growth Works, 1981-82

	First Semester	Second Semester		
	M	M	SD	N
Administrative Absences	.36	.03	.16	38
Excused Absences	4.83	5.22	4.90	37
Unexcused Absences	8.30	15.43	15.12	14
Classes Attempted	5.15	5.43	1.09	37
Tickets	34.34	49.40	49.82	38

Educational Improvement Center--South Alternative Education Project: Second Interim Report

D. E. Rickert, Jr.

The Education Improvement Center-South (EIC-South) is a technical assistance and resource center. The primary clients are educators, but many community groups and individuals use the resources of the Center. The catchment area for the Center is southern New Jersey, which is comprised of Atlantic, Camden, Cape May, Cumberland, Gloucester, and Salem Counties.

The Alternative Education Project is one of many programs sponsored by EIC-South. It is the only project within the larger agency that provides direct services on a large scale. The details of EIC-South and its organizational arrangements are described more fully elsewhere (Rickert, 1982).

During the 1981-82 school year, the Alternative Education Project′s delinquency prevention efforts were targeted at four schools: Pleasantville Middle School in Pleasantville and Cleary Middle School in Buena, both in Atlantic County, D′Ippolito Elementary School in Vineland, Cumberland County, and Pennsauken Junior High in Pennsauken, Camden County.

Problems, Goals and Guiding Principles

During the 1981-82 school year the explicitly identified problems and goals (i.e., those identified in the Program Development Evaluation plan) were the same as described in the first Interim Report, but discussion with program staff made it apparent that the project does not operate on a "theory" in the sense that it is used in Program Development Evaluation (PDE; Gottfredson, Rickert, Gottfredson & Advani, 1983). Rather, the project is based on a flexible set of ideas or hypotheses. In the EIC-South Alternative Education Project, staff do what seems most appropriate at the time.

The basic guiding ideas of EIC-South′s Alternative Education Project are best presented in the project staff′s own words; they appear as an appendix to this report (see Appendix A).

Objectives

In the first Interim Report many objectives and suggested measures were described. Measurement was only implemented for some of these (see Table 1). Project staff members were uncomfortable with the structure elicited using the PDE model, and felt a more realistic description of their project was preferable. At the end of the year, therefore, project administrators revised the explicit statement of the problems their program was addressing and the corresponding goals and objectives (see Table 2).

Interventions During the 1981-82 School Year

In the first Interim Report, five general components of the EIC-South program were described: (a) a school climate improvement component, (b) a community process component, (c) a youth participation component, (d) a public relations component, and (e) a leadership and training resources (technical assistance) component.

In reality, the major thrust of the program, in terms of direct services provided, were alternative education classes, called School/Community Relations classes, held in each of the four target districts; a "self-contained" class in Pennsauken;[1] and "Community-Process" in two of the target districts, Vineland and Pennsauken. Many of the target students also received individual counseling from EIC-South personnel. A small number of students participated in "special clubs" (e.g. dance club, etc.). Some tutored students in lower grades and some received tutorial services. (See Tables 3 and 4.) A student referred to the Alternative Education Project could receive as few as one treatment or a combination of as many as six of the listed treatments. This depended upon what project personnel perceived the student's needs to be, as well as on scheduling convenience. The following sections describe the project's major interventions.

School/Community Relations Classes

The way in which this intervention was executed evolved during the 1981-82 school year. There was not, at the outset, a clearly articulated set of implementation blueprints, although training in preferred approaches took place during the preceding spring and summer. The fact that there were no blueprints for implementation is related to an incremental approach to planning followed by this project. The project director explained that it was important for Teacher/Counselors (those responsible for carrying out this intervention) to gain experience in their assigned schools and then execute the program as seemed appropriate.

In short, the Teacher/Counselors' activities are not guided by a single model, but rather by a casework approach where what seems intuitively correct becomes the intervention.

The general aims of the School/Community Relations Classes were the following: (a) teach students communication skills, (b) help students improve their self-image, (c) work at resolving students' family problems, (d) improve study skills, and (e) aid students in career explorations.

One Teacher/Counselor was assigned to each of the four target schools. Students chosen to participate met several times a week with their Teacher/Counselor in a classroom setting. Teacher/Counselors seemed to have a lot of flexibility to do whatever they thought best with particular students, subject to guidance by the Educational Director. They were responsible for keeping the Educational Director and Project Director informed of their treatment plans, attendance, parental contacts, and schedules. Services provided included counseling, home visits, tutoring in basic skills, and arranged meetings with community leaders.

In addition to class time with students, Teacher/Counselors devoted a considerable amount of time to providing advice and consultation to other teachers in the school, particularly teachers of participant students. They reportedly also met frequently with vice-principals with regard to discipline policy.

---

[1] The "Self-Contained" class in Pennsauken existed prior to the EIC-South Alternative Education Program as a special class for students with behavior problems. When the EIC-South program became operational, the self-contained class was adopted as part of the program.

Comments by principals (1982 Principal Questionnaire) at the four target schools indicate that the project was perceived as a program to improve students' attendance, grades, discipline, and self-image through individual counseling and basic academic instruction. One principal of a project target school stated that he would like the project to develop more of a blueprint for operation such as a curriculum guide. The 1982-83 program is based on a more explicit curriculum guide.

How students were selected for the School/Community Relations Classes. As early as the proposal-writing stage, nine selection criteria were agreed upon by Alternative Education Project staff. They are the following: (a) poor attendance record, (b) high number of suspensions, (c) low academic performance, (d) perceived "drop-out potential," (e) history of delinquency, (f) history of discipline problems in school, (g) court involvement for status offenses, and (h) high degree of parental commitment to participate. Also listed as a criterion was that students should be referred by school administrators, teachers, school counselors, or parents. Early discussions with the national evaluation staff led to a plan to develop pools of at least 60 students meeting project criteria at each school; 30 were to have been randomly assigned to the treatment, and 30 to the control group.

At the end of the 1980-81 school year, copies of the criteria for student selection were distributed to all administrators, guidance counselors, teachers, and principals who had contact with sixth grade students. Meetings with the the potential referring agents were held in each district to determine referrals for the project. Each team of project staff, consisting of a Teacher/Counselor and a Community Process Consultant, then conducted student-family interviews to determine which youths would volunteer for the project. Teacher/Counselors then met with school guidance counselors to schedule volunteers' project participation into their school schedules.

The project did not receive enough referrals to constitute treatment and control groups as planned.

Self-Contained Class in Pennsauken

At Pennsauken Junior High School, the EIC-South Alternative Education Project also operates a Self-Contained Class. Students assigned to this class stay in the same classroom for the entire day. The Pennsauken Self-Contained Class was in operation several years prior to the EIC-South Alternative Education Project and was incorporated into the Project when it began.

An alternative-Education Project staff member is assigned full time to the self-contained class. He conducts the School/Community Relations curriculum daily (i.e., communication skills, self-image, family probems, study skills, and career exploration), teaches history, and supervises the students' study period. In addition to the EIC-staff member, three staff teachers, specially selected for their ability to deal with "problem" students, visit each day to give instruction in mathematics, science, and English.

The same criteria as for the School/Community Relations classes were used to select students for the Self-Contained Class except that certain students were judged to be more likely to benefit from the Self-Contained Class. The criteria underlying these judgments are not specified.

Community Process Component

Three Community Process Consultants were employed by EIC-South during the 1981-82 school year. One worker was assigned to Vineland, one to Pennsauken, and one to both Buena and Pleasantville, since they are in the same county. Apparently, only in Vineland and Pennsauken was the component fully implemented to the extent that students actually participated (see Table 3).

The Community Process Consultants were charged with primary responsibility for coordinating in-service training for all teachers in the target districts, covering such topics as violence and vandalism, dispute resolution, parenting, teacher effectiveness, counseling services, the criminal justice system and discipline. Another major function of the Community Process Consultants was to call the homes of project target students who were absent. They also provided counseling services for a small number of students.

The Community Process Consultants had key responsibility for organizing large committees of community figures and school personnel. Some students served on these committees (See Table 3). The purpose of these meetings was to attempt to put into action the Project Director's theory about how institutional change occurs (See Appendix A).

Generally, large meetings were called where key community members would discuss community problems and their causes. This process, in and of itself, was considered to be therapeutic. A hoped for outcome was that people with power in the communities would become more aware of the problems that youth experience and then do something about them. The actual outcomes of these meetings are, by and large, unknown, although the project director perceives that awareness was increased.

Project Process

We do not know as much about the implementation of this project as we would like. The ad hoc nature of program operations makes it difficult to monitor implementation. Our early attempts to get project managers to be more explicit about what they planned to do and why may have served to alienate them. Much of the early numeric feedback relayed to project personnel was seen as abstract and, therefore useless. Put another way, both the spontaneous nature of the project and differences in the language and perspectives of implementers and evaluators have sometimes made it difficult for us to engage in useful process evaluation.

Interviews with key project staff indicate that the project experienced no substantial opposition during its first year of operation. Staff report that key school system personnel have become more receptive to the project over time. This accords with the comments made by principals in the 1981-82 Principal Questionnaires. But by and large, the EIC-South Alternative Education Project is a "black box." At the end of the 1981-82 program year it was evident that the PDE planning process was not being used by project personnel in the spirit that it was intended, and therefore was not providing useful information about project plans and implementation.

Fortunately, there is reason to believe that by the end of the 1982-83 school year, the project will be less of a black box because the project developed a new plan according to its own model, and motivation to document implementation is now higher. A clear workplan with milestones has been worked out. Also, the project has reworked its theory into a guide for action that personnel see as meaningful, and reduced its list of goals and objectives. Finally, a full-time Evaluation Coordinator was hired by the project.

Interim Outcome Evaluation

Design Evolution

After earlier plans to conduct a true experiment were abandoned (see the first Interim Report), new plans were made in August, 1981 for a quasi-experiment. The new design called for identification of non-equivalent control groups in each of the target schools. Also, at the suggestion of the Project Director, control schools were to be chosen for each of the four target schools, matched on demographic characteristics (i.e., SES, Race, school size, average achievement test scores and school grade structure). A college student was hired part-time to do the work involved with collecting the data for matching schools. Within each control school referrals were to have been solicited for seventh and eighth graders based on the same nine criteria as in the target schools.

Because of the non-equivalent nature of comparison groups the design depended on the administration of a pre-test survey in the fall of '81 to all treatment and control students, the controls in the target schools as well as in the control schools (see Table 5).

By late October, 1981, the project was not ready to administer a pre-test. With the assistance of the OJJDP project officer and a member of the Polaris (Technical Assistance) staff, a meeting was held at the OJJDP office in Washington to discuss the importance of the evaluation and obstacles to proceeding. The project director did not feel that the evaluation would be useful and had reservations about the appropriateness of collecting information about individuals in a government-sponsored demonstration project. The meeting did not result in an immediate solution, but in January, 1982, a full time Evaluation Coordinator was hired by the project. In the weeks following the meeting and during a site visit made to EIC-South in January 1982, new arrangements for evaluating the project were made. The idea of "control" schools was abandoned as unfeasible. Again, the agreed upon design was a non-equivalent control group comparison. Students who were in treatment as of January 30, 1982 were to comprise the treatment group. All other students on the waiting list and new referrals would be in the comparison group. This design, of course, depended on the program having reached a stable stage whereby new referrals and waiting list students would not enter treatment during the year. In lieu of a survey pre-test, the project was to collect pre-treatment data from records from the 1980-81 school year for all treatment and control students.

The expectation that treatment students would remain in treatment and control students would remain untreated was not met. By March, 1982, virtually all students in the control group had received some type of service (see Table 6).

Relationship Between Known Background Characteristics of Target Students and Amount of Various Treatments Received

Because Fall, 1981, pre-tests were not administered as initially planned, there were few pre-treatment data available for a thorough exploration of the relationship between background characteristics and treatment.

Several individual items and scales from the 1982 Spring Student Questionnaire can be viewed as measures of background characteristics, for instance, the Parental Education scale. Correlations between this variable and the amount of treatment received were non-significant. The correlation between student self-reported sex (coded 0=female, 1=male) and the number of quarters in a special club was significant (r=-.21; p<.05). The correlations between students' self-reported age and number of quarters in community process (r=.22; p<.01), counseling (r=.18; p<.05), and self-contained class (r=.48; p<.001) were significant, indicating that the older target students tended to receive these treatments. Self-reported grade level was significantly positively correlated with the number of quarters in the self-contained class (r=.40; p<.001) and tutoring (r=.19; p<.05). Self-reported race (coded 1=white, 0=all others) was correlated significantly with the number of quarters in tutoring (r=-.22; p<.05), school/community relations class (r=.19; p<.05), community process (r=.47; p<.001), counseling (r=.28; p<.01), and self-contained class (r=.35; p<.001). The implication is that the students participating longest in school/community relations class counseling and the self-contained class tended to be white, whereas students receiving tutoring tended to be non-white.

Several additional measures of background characteristics were available from school records for the previous (1980-81) school year. These were: number of absences during the 1980-81 school year and number of grade retentions in the student's history. Data on 1980-81 suspensions were provided but were missing for most students. Individual subject grades for the 1980-81 school year were provided but were not used because, for two schools, many of the correlations between individual 1980-81 grades were either peculiarly low or negative (see Table 7) and correlations between 1980-81 and 1981-82 overall GPA's were low for Vineland (r = .02) and negative for Pennsauken (r = -.19). This pattern of correlations suggests that the data may have been incorrectly transcribed.

Number of absences during the 1980-81 school year was significantly positively correlated with community process participation (r=.18; p<.05), counseling (r=.16; p<.05), participation in special clubs (r=.23; p<.01), and participation in the self-contained class (r=.28; p<.01).

The number of retentions in students' histories was significantly positively correlated with community process participation (r=.24; p<.01), participation in special clubs (r=.18; p<.05), and participation in the self-contained class (r=.34; p<.001). These correlations are summarized in Table 8.

Implications of these correlations. The correlations just described imply that students participating in the various program components are different in important ways from students who did not participate--i.e., the comparison group is indeed non-equivalent. It will therefore be necessary to attempt to adjust statistically for these pre-existing differences in searching for the effects of participation in the various project components.

Analytic Methods

Because, by the end of the 1981-82 school year, there were virtually no control students, a regression approach to data analysis was applied, using number of quarters in various treatments as predictors in separate regression equations. All target students in schools where treatments were implemented were included in each analysis, but if a treatment was not implemented in a school, that school was not included in the analysis. The project provided data on the number of quarters that students in the target group spent in each type of treatment. Number of quarters in each treatment was coded from 0 to 4 in increments of .25 quarters. With this coding the unstandardized regression coefficient (slope) in the regression equation can be interpreted as the value on the outcome variable associated (i.e. added or subtracted) with one school quarter in treatment.

Measures from School Records

Results for a variety of measures obtained from school records are shown in Tables 9 through 12. Because students participating in various project components differ from non-participants on a variety of pre-intervention characterittics, it may be misleading to interpret simple correlational results as effects of participation. The results shown in Tables 9 through 12 are results of simple correlational analyses of this kind.

The association between number of quarters in cross-age tutoring and GPA and the association between self-contained class and GPA are both statistically significant. These results should be interpreted with caution because pre-treatment GPA data were not available in the schools where these interventions were implemented. Were dependable pre-treatment data available, they would be used as statistical controls to probe the plausible hypothesis that this correlation is due to pre-existing differences between participants and non-participants.

Measures from the Spring 1982 Administration of the SAES Student Survey

The Student Questionnaire was administered anonymously to 7th and 8th graders in two of the target schools (Pleasantville and Buena), 7th graders in Vineland, and a random sample of 7th, 8th, and 9th graders in Pennsauken. Response rates and school level results are reported in the overview of the SAES second interim report.

Questionnaire booklets for target students were identified with a confidential survey number necessary for merging these survey data with information about participation in project components so that regression analyses could be performed. Unfortunately, students who were no longer in treatment at the time of survey administration were not given the assigned booklets; there were many missing data. Fifty (31%) of the target students were not administered their assigned booklets. In addition, item non-response (a failure of students to answer many of the questions in the booklets) made it possible to score only about half the scales for each target student (sample mean=.49). Biases of an unknown nature may have resulted from this attrition and non-response, so the survey data are of much diminished value for 1982.

Because there were few students participating in either special clubs or cross-age tutoring and because of the previously mentioned missing data problem, student questionnaire outcomes were not analyzed separately for these groups. The same goes for the Pennsauken Self-Contained Class.

The same regression approach that was described for the data from records outcomes was applied here. In cases where the association between a type of treatment and an outcome was significant, a multiple regression approach, utilizing stepwise regression was applied.[2] This procedure yielded an estimated regression coefficient (labeled "b" in the tables) that is adjusted for the contribution of other variables. Of the adjusted associations between treatment and outcome, only two apparently negative effects (the association between number of quarters in counseling and the score on the Rewards Index, and the association between participation in the School-Community Relations Class and Involvement) remained. See Table 13.

An obvious interpretation of the analysis of Student Questionnaire outcomes would be that the program did not have negative effects but neither did it help. The problem with such a conclusion is that the students who had left treatment at the time of survey administration were not administered an identifiable survey. This could mean that we essentially had no measurement of the project's successes. (Alternatively it could mean we have no measure of the project's failures!) We will have to wait until next year to be able to say anything definitive about program effects on outcomes measured by the Student Questionnaire.

The Evaluation Design for 1982-83

Finally, a non-equivalent control group design with appropriate numbers of treated and untreated students has been agreed upon and implemented. The following number of treatment and control students were chosen at the beginning of the 1982-83 school year:

	Treatment	Control
Vineland	35	46
Pennsauken	30	36
Pleasantville	38	39
Buena	34	35

A Student Questionnaire pre-test was administered to all in October, 1982 and the response rate was virtually 100%. A variety of pre-treatment data from records have been provided for two pre-treatment years (i.e. 1980-81; 1981-82). These data include standardized achievement test scores, the Tennessee Self-Concept Scale scores, number of times suspended, GPA, attendance, promotion record, age, race, grade level, and sex. The data appear on initial inspection to be of high quality and contain few missing values.

---

[2] The SPSS (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975) stepwise regression procedure with listwise deletion of cases with missing data was used. Stepwise regression essentially allows the computer to build a parsimonious statistical model of the criterion variable. In all cases, the computer run was set up so that it was possible for the following variables to enter into the model: race, grade level, age, school, number of quarters in counseling, community process, tutoring, special club and self-contained class. In the current situation, the purpose for performing the stepwise regression was to determine the value of an estimated "adjusted" regression coefficient and to test its significance. Parameters in the regression procedure were chosen to set the tolerance at .5 and the p to enter at .05 (see Nie et al., 1975).

The on-site Evaluation Coordinator, now a veteran of the difficult position she took on, has made plans to administer the Spring 1983 Student Survey in a more careful manner.

The marginal results of the evaluation of 1981-82 outcomes drove home the point about the need for a more intense level of intervention and a much stronger evaluation design. Students in the 1982-83 cohort are staying in treatment much longer (most for the entire year).

References

Gottfredson, G. D., Rickert, D. E., Gottfredson, D. C., & Advani, N. Standards for program development evaluation (Report No. 341). Baltimore: The Johns Hopkins University, Center for Social Organization of Schools, 1983.

Rickert, D. E., Jr. The Educational Improvement Center-South's alternative education project. In G. D. Gottfredson (ed.), The School Action Effectiveness Study: First interim report (Report No. 325). Baltimore: The Johns Hopkins Univeristy, Center for Social Organization of Schools, 1982.

Table 1

The Original PDE Objectives of the EIC-South Alternative Education Project and Actual Measures of Achievement Employed

Objective	Measures Employed
Goal 1: Reduce (Prevent) Delinquency	
1. Raised self-esteem of students in Program classes	SAES Student Questionnaire Postive Self Concept scale
2. Decreased negative peer influence	SAES Student Questionnaire Negative Peer Influence scale
3. More mature attitude toward drugs and persons	
4. More respect for public property (schools) and persons	
5. Awareness and "buying into" school rules by students and teachers	Awareness possibly measured by Clarity of Rules scale
Goal 2: Academic Success	
1. Improved teacher attitudes with regard to student's academic success	
2. Improved physical environment	

Table 1 (cont.)

Goal 3: Reduce Violence and Vandalism	
1. Raised self-esteem of students in Program classes	SAES Student Questionnaire Positive Self-Concept Scale
2. Reduced boredom	
3. More mature attitude toward drugs and alcohol	
4. More respect for public property and persons	
5. Decreased negative peer influence	SAES Student Questionnaire Negative Peer Influence scale
6. Creating (teaching) an idea of ownership.	
Goal 4: Reduce Absenteeism	
1. Increase positive experience in the school	
2. Increase positive attitudes toward the school as a "good" place to be.	
3. Improved teacher attitudes toward a "more" relevant curriculum.	
4. Improved teacher attitudes toward developing a high level of expectation for self and students	SAES Teacher Questionnaire Low Expectations scale might tap expectations for students but not for teachers.
5. Individualized relevant curriculum	SAES Student Questionnaire Individualized Instruction scale

Table 1 (Cont.)

Goal 5: Reduce (Prevent) Suspensions, Expulsions, Dropouts	
1. School district openness to re-evaluation and changing policies about suspensions and expulsions	Judgment based on examination of policies
2. School provide creative and diversified additional resources for dealing with behaviors that would normally result in suspensions (outside of the school resources). Someone in the school will coordinate the requests for and delivery of these services.	
3. Change in teacher and administrator attitudes toward using suspension as a method of reducing disruption	
Goal 5: With Regard to Dropout Specifically	
4. Increase academic success	- School grades - Standard achievement test scores - Self-report grades from SAES Student Questionnaire - Self-report reading ability from SAES Student Questionnaire
5. Increase self-esteem	SAES Student Questionnaire Positive Self-Concept scale
Goal 6: Effect Institutional Change	
1. Interagency cooperation	Documentation that representatives from various agencies attend community process meetings and with what frequency
2. Community input into planning	Documentation that representatives from various agencies attend community process meetings and with what frequency
3. Youth input into planning and implementation	
4. Standardization across agencies of standards of conduct	
5. Reduce youth alienation and apathy	SAES Student Questionnaire Alienation scale
6. Positive community attitudes towards the Alternative Education Project	

Table 2
Revised Goals and Objectives of the EIC-South Alternative Education Project (Summer, 1982)

Goal 1: To reduce/prevent delinquent acts by 10% for treatment group.

1. To limit disciplinary referrals for classroom disruption by teachers.
2. Improve/maintain attendance.
3. Decrease out-of-school suspensions in Pleasantville by 10%; maintain levels in the other three districts.
4. Increase positive peer influence.
5. Establish an on-going process/structure to develop community standards, resource use, problem solving, involving youth and other segments of the community.
6. Establish/increase opportunities for summer youth employment.

Goal 2: To contribute to increased academic success.

1. Improve/maintain attendance.
2. Improve the study skills of project students.
3. Maintain high level of promoteion to next grade level.

Goal 3: To bring about the adoption of proven alternative education programs and policies.

1. To simplify school discipline policies to ensure comprehension by youth and parents.
2. To expand and install concept of peer tutoring.
3. To achieve adoption of one or more units of the Alternative Education Curriculum Guide by the participant districts.
4. To ensure effective involvement of youth.
5. To increase visibility of the New jersey Alternative Education Project.
6. To increase the TA capacity for the State Board of Education in the area of alternative education and school climate.

Table 3

Number of Students Receiving Each Type of Treatment by the EIC--South Alternative Education Project -- Broken Down by School and Quarter

	School																			
	Vineland					Pennsauken					Pleasantville					Buena				
Treatment	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Entire year	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Entire year	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Entire year	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Entire year
Alternative ed class	8	11	22	15	23	20	19	30	31	37	15	15	33	26	39	7	8	12	11	14
Community process	0	7	0	0	7	5	0	34	30	36	0	0	0	0	0	0	0	0	0	0
Individual counseling	5	9	18	12	25	14	13	34	31	37	0	0	18	12	23	8	9	24	22	26
Special club	0	0	0	0	0	4	5	2	5	8	0	0	1	1	1	1	0	2	3	3
Cross-age tutoring	3	4	2	4	6	0	0	5	6	6	0	0	0	1	1	0	0	0	0	0
Self-contained class	--	--	--	--	--	16	16	14	14	18	--	--	--	--	--	--	--	--	--	--
Tutoring	0	0	0	7	7	0	0	0	1	1	0	0	0	7	7	0	0	0	0	0
Any treatment					34					42					51					26
No treatment					0					1					2					3

Table 4

Average Number of Quarters that EIC-South Alternative Education Project Students Spent in Each Type of Treatment -- 1981-82 School Year -- Broken Down by School

	School														
	Entire Project			Vineland			Pennsauken			Pleasantville			Buena		
Treatment	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N
Alternative education class	1.68	1.40	159	1.43	1.46	34	2.31	1.37	43	1.57	1.16	53	1.28	1.56	29
Community process	.47	.82	159	.20	.41	34	1.58	.83	43	0	0	53	0	0	29
Individual counseling	1.39	1.28	159	1.18	1.14	34	2.10	1.28	43	.57	.72	53	2.07	1.32	29
Special club	.14	.50	159	0	0	34	.37	.82	43	.03	.21	53	.14	.42	29
Cross-age tutoring	.16	.58	159	.38	.95	34	.26	.66	43	.02	.14	53	0	0	29
Self-contained class	.36	1.08	159	0	0	34	1.34	1.75	43	0	0	53	0	0	29
Tutoring	.09	.29	159	.20	.41	34	.02	.15	43	.13	.34	53	0	0	29

Table 5

Representation of Non-Equivalent Control Groups Design Agreed to In August, 1981

Population	Treatment Starts	November Pretest	April Posttest
4 target schools' 7th graders	September	Yes	Yes
4 target schools' 8th graders	No	Yes	Yes
4 Control Schools' 7th graders	No	Yes	Yes
4 Control Schools' 8th graders	No	Yes	Yes

Table 6

Numbers of Treatment and Untreated Comparison Students at Two Points in the 1981-82 School Year

	Total Number Who Had Received Any Treatment		Number of Comparison Students	
	Through		Through	
School	Jan '82	Mar '82	Jan '82	Mar '82
Vineland	18	33	16	1
Pennsauken	38	38	4	5
Pleasantville	19	50	34	3
Buena	16	26	10	0

Table 7

Zero Order Correlations Between Grades in Individual Courses for the 1980 - 81 School Year - Vineland

	English	Math	Reading	Science	Social Studies
English	1.00	.53	.76	.12	.01
Math		1.00	.06	.09	.10
Reading			1.00	-.26	-.22
Science				1.00	.49
Social Studies					1.00

Table 8
Zero Order Correlations Between Background Characteristics and Amount of Various Treatments Received - EIC - South Alternative Education Projects

Treatment	Days Absent 1980 - 81	Retentions In Students History	Age	Race	Grade Level	Parental Education
Tutoring	-.10 (131)	.04 (151)	-.01 (109)	-.22 (90)	.19 (95)	-.21 (40)
School/Comm Relations	.12 (131)	-.03 (151)	.09 (109)	.19 (90)	-.00 (45)	-.30 (40)
Community Process	.18 (131)	.24 (151)	.23 (109)	.47 (90)	.13 (95)	-.22 (40)
Counseling	.16 (131)	.00 (151)	.18 (109)	.28 (90)	-.10 (95)	-.04 (40)
Special Club	.23 (131)	.18 (151)	.14 (109)	-.02 (90)	.05 (95)	-.26 (40)
X-age tutoring	-.02 (131)	.05 (151)	.07 (109)	.13 (90)	.00 (95)	-.05 (40)
Self-contained Class	.28 (131)	.34 (151)	.48 (109)	.35 (90)	.40 (95)	-.33 (40)

Note: Numbers in parentheses are n's. The n's vary due to differential degrees of missing data.

Table 9

Regression of Outcome Measures on Degree of Participation in Treatment Components Operating in All Four EIC-Schools

	Days of non-attendance			GPA on a 1-5 scale			Number of times suspended		
Quarters in	b	r^2	N	b	r^2	N	b	r^2	N
School-community relations class	-1.36	.01	143	.07	.02	154	-.32	.02	142
Counseling	-1.27	.01	143	.04	.00	154	-.02	.00	142

Note. Each b is the unstandardized regression coefficient in a separate equation regressing the outcome variable on the treatment variable. None of these regressions is significant.

Table 10

Regression of Outcome Measures on Degree of
Participation in Treatment Components
Operating Only in Vineland and Pennsauken

	Days of non-attendance			GPA on a 1-5 scale			Number of times suspended		
Quarters in	b	r^2	N	b	r^2	N	b	r^2	N
Community process	-1.49	.01	71	.08	.01	75	-.04	.01	73
Cross-age tutoring	-4.20	.04	71	.23*	.06	75	.00	.00	73

Note. Each b is the unstandardized regression coefficient in a separate equation regressing the outcome variable on the treatment variable.

$^*p<.05$.

Table 11

Regression of Outcome Measures on Degree of Participation in Self-Contained Class Operating Only in Pennsauken

	Days of non-attendance			GPA on a 1-5 scale			Number of times suspended		
Quarters in	b	r^2	N	b	r^2	N	b	r^2	N
Self-contained class	-1.68	.02	39	.20**	.19	41	-.04	.03	39

Note. Each b is the unstandardized regression coefficient in a separate equation regressing the outcome variable on the treatment variable.

**p<.01.

Table 12

Regression of Outcome Measures on Degree of Participation in Special Clubs Operating Only in Pennsauken, Pleasantville and Buena

	Days of non-attendance			GPA on a 1-5 scale			Number of times suspended		
Quarters in	b	r^2	N	b	r^2	N	b	r^2	N
Clubs	.91	.00	111	.04	.00	120	-.48	.01	108

Note. Each b is the unstandardized regression coefficient in a separate equation regressing the outcome variable on the treatment variable.

383

Table 13

Regression of 1982 Student Questionnaire Scale and Selected Item Scores on Degree of Participation in Various Treatment Activities--Ney Jersey

	Quarters in Alt. Education Class				Quarters in Community Process				Quarters in Counseling			
	raw		adjusted		raw		adjusted		raw		adjusted	
	b	N	b	N	b	N	b	N	b	N	b	N
Parental emphasis on education	-.08	40	--		-.10	11	--		-.01	40	--	
Attachment to parents	-.06*	104	-.05	86	-.22**	47	-.05	86	-.10**	104	-.30	20
Negative peer influence	.00	97	--		.18**	46	.04	53	.03	97	--	
Attachment to school	.00	65	--		-.09	21	--		-.04	65	--	
Belief scale scored positively	-.03	34	--		-.16	21	--		-.04	34	--	
Interpersonal competency	.01	34	--		-.33**	9	-.16	21	-.01	34	--	
Positive self-concept	.03	28	--		.02	6	--		-.00	28	--	
Self-reported delinquency	.01	88	--		.20**	42	-.03	71	-.03	88		
Self-reported drug use	.04	88	--		.34**	45	-.02	62	.06	88	--	
Serious delinquency	-.01	91	--		.13*	45	.03	74	.01	91	--	
Punishment index	-.03	75	--		-.03	27	--		-.03	75	--	
Rewards index	-.07*	75	-.01	54	-.04	27	--		-.10**	75	-.10**	54
Victimization	-.04	69	--		-.09	24	--		-.06*	69	-.03	54
Invalidity scale	-.04	34	--		-.05	8	--		-.06	33	--	
School effort	-.02	102	--		-.01	48	--		-.01	102	--	
Practical knowledge	.11	31	--		-.25	8	--		-.05	31	--	
Internal-external control	.06	34	--		.08	8	--		.02	34	--	
Alienation	-.01	34	--		-.07	8	--		.00	34	--	
Self-reported grades	-.03	107	--		-.02	48	--		-.01	107	--	
Reading ability self-rating	.11	99	--		.09	45	--		.04	99	--	
Days of school cut last four weeks	-.06	102	--		-.01	47	--		.05	102	--	
How often cut one or more classes	-.06	108	--		.47	48	--		.18	108	--	
Educational expectations	.14	105	--		.43	46	--		.06	105	--	
Did student work for pay last week?	-.01	106	--		.02	48	--		-.03	106	--	
Regular part-time or full-time job	-.06	104	--		.07	46	--		-.03	104	--	
Suspended from school this term	-.02	56	--		.10	19	--		-.03	56	--	
School nonattendance index	-.05	102	--		.28	47	--		.08	102	--	
Rebellious autonomy	.02	32	--		.34*	8	.18	31	.09	32	--	
Involvement	-.07**	98	-.03**	78	-.15**	47	-.05	78	-.06**	98	-.01	78

Note. Figures in the columns entitled "raw" are unstandardized regression coefficients for simple regressions of each outcome variable on each of the independent variables (i.e. Quarters in Alt. Ed. class, Quarters in Community Process, and Quarters in Counseling). Numbers in "adjusted" columns are unstandardized regression coefficients from multiple regressions, where, in addition to the independent variable of interest (i.e. the treatment) control variables were introduced into the equation. The purpose of such a procedure is to attempt to control for the effects of pre-existing characteristics of the students.

The control variables utilized were the following: grade level, race, age, school of attendance, participation in other treatments (i.e. counseling, class, tutoring, clubs, community process). Of these, only those whose contribution to a regression equation was statistically significant (i.e. p .05) with a tolerence of .5 were utilized.

*p <.05

**p <.01

Appendix A: Guiding Principles of the EIC-South Alternative Education Project

Working Theory of Delinquency

Delinquency is a means of expression both in a protesting sense and as a means of getting attention (youths don't know how to get around in the system in a conventional way). Many things contribute to it.

1. Self-esteem--"Delinquent acts are the only thing I can successfully accomplish. This is the only thing I can be proud of."

2. Family relations--no communication, guidance, supervision, and youths raise themselves. Family does not view itself as a means for providing support for the total growth of the youths (provide food, shelter, and clothes, that's all) and in some cases is not a cohesive unit. Negative contacts with community institutions ---> powerlessness to do anything about things other than food, shelter, and clothing.

3. Boredom--Youths aren't challenged in school. Curricula is irrelevant. Youth activities provided by the community are irrelevant and they are "provided" instead of decided and managed by the youths. This is a great and easy cop-out for the youths. They don't know how to get around in the conventional system and don't find out how to; thus they cop-out. Lack of programs to participate in. Transportation is an obstacle. Parents are usually uncreative in thinking up activities to sustain the family unit.

4. Negative peer and adult contacts--peers and some adults positively responding to delinquency which creates more delinquency.

5. Poverty--no money which leads to delinquent acts which are gratifying. Youths don't know other ways of getting money.

6. Drugs and alcohol--to get these youths need money which means commiting delinquent acts to get it. Once they have the drugs and alcohol, youths do crazy (delinquent) things. Drugs and alcohol are delinquent, and the youths have immature attitudes toward their use. These contribute to academic failure because youths are spaced out in school and not responsive to any learning which may take place.

7. Depersonalized victims

This appendix is drawn from material prepared by project personnel in completing the PDE plan. It is reproduced here with only very minor editing.

- Youths don´t have a sense of ownership of public property and do not feel a need for preserving the property

- don´t know their "neighbors" so hurting them or their property is not personalized

8. Lack of jobs leads to no money which youths want (they don´t know how to participate in a conventional sense). Transportation is sometimes an obstacle to employment.

9. Lack of uniform standards of conduct and the application of those standards (vague school rules, without community input).

   -inconsistency in rules and the consequences for breaking a rule between institutions.

   -double standards (youths can´t smoke but adults can)

   -youths as consumers of these institutions, do not have input in the decision-making which governs them

Youths experience academic failure because:

1. Youths enter school with low self-esteem

2. Schools are not responsive to individual needs:

   a. Youths are unable to fit into the system due to measurement (used as a means of tracking, labeling, not as diagnostic tools) and cultural differences which lead to dissaffected youth not "buying into" the system.

   b. Youths don´t feel cared for because of teachers, principals and school policies.

3. Students have no input, particularly in curriculum, (thus it is boring), discipline, and policy making. Youths end up not caring

4. Teacher attitudes: (hopelessness, cynicism, etc.)

   a. Teachers don´t expect youths to achieve which leads to youths not being challenged. In many cases, the potential is there, but no motivation to achieve.

   b. Lack of communication between teachers and adminstration directly affects teacher ownership (they do not feel they have ownership).

5. Parental contacts with school are for negative reasons and "they don´t want to hear it". Parents aren´t supported by the school or encouraged to support their children.

6. Youths not feeling supported by teachers and parents leads to teachers not feeling supported by principals, superintendents, board, community, and student´s parents leads to principals not feeling supported by superiors, board, community, teachers (depending on the school), and parents (depending on the prinicpal) leads to superintendents not feeling supported by: board, community leads to boards not feeling supported by community (superiors) leads to community not getting involved.

   The above problems die a slow and painful death and there is no resolution.

   Principals

   a. Are responsible for insuring that youths come to school.

   b. Carry out the tracking, and labeling procedures because they impact scheduling.

   c. Approve the curriculum/development implementation and can change the whole curriculum.

   d. Strongly influence budgets which don´t end up buying needed books, sponsoring field trips, and providing custodial care for after-school activities.

   e. Are responsible for teacher placement. ("Good ones" end up in "bad" classes); consequently, teachers don´t want to perform well because there are limited rewards, if any.

   f. Carry out disciplinary responses sometimes inconsistently due to others´ influences (board, superintendent, politicians).

   g. Are responsible for insuring that youths come to school, but the various responsibilities deem that they leave coming to school up to youths and parents.

   h. Designate responsibility to the guidance departments and the local court (15 dollar fines for not sending youths to school). Guidance department are busy with "successful" youths and pass the problems on to truant officers.

7. Boards of Education superintendents (and community) are not planning educational goals and plans, budgeting for the whole district, and the small minority of "bad youths" get lost in the plans.

8. Classified students

   -Youths who are legally classified present another significant problem in the theory of student academic failures. These youths are very often scapegoats for an education system which uses labeling and tracking techniques to rid itself of these students who have not conformed to the schools social and educational "norms."

-Teachers are not trained to adequately deal with the multi-faceted handicaps of the classified student. Insufficient teacher training and limited experiences with this type of student lends itself to low expectations from teachers and no motivation on the students´ part.

Most frequently used levels of classification for the special education student-
- neurologically impaired
- perceptually impaired
- emotionally disturbed
- socially maladjusted

Theory: Violence and Vandalism

1. Self-esteem--"Delinquent acts are the only thing I can successfully accomplish. This is the only thing I can be proud of."

2. Boredom--Youths aren´t challenged in school.
   Curricula is irrelevant.
   Youth activities provided by the community are irrelevant and they are "provided" instead of decided and managed by the youths.
   This is a great and easy cop-out for the youths.
   They don´t know how to get around in the conventional system and don´t find out how to; thus they cop-out.
   Lack of programs to participate in.
   Transportation obstacles.
   Parents not being creative in thinking up things to do or making youths responsible in the home.

3. Drugs and alcohol--to get these youths need money which leads to delinquent acts to get it. Once they have the drugs and alcohol, they do crazy (delinquent) things. Drugs and alcohol are delinquent, and the youths have immature attitudes toward their use. These contribute to academic failure because youths are spaced out in school.

4. Depersonalized victims

   - Youths do not have a sense of ownership of public property and no stake in preserving the property

5. Negative peer and adult contacts--peers and some adults positively respond to delinquency which leads to more delinquenct acts.

6. Lack of uniform standards of conduct and the application of those standards (vague school rules, without community input). Inconsistency in rules and the response to breaking a rule between institutions and double standards (youths can´t smoke but adults can). Youths, as consumers of these institutions, do not have input into the rules which govern them.

7. Gap not bridged: transferring the idea of private ownership to public property so that youths feel as if they own it too. This leads to a

need for youths to become involved in and responsible for ownership as a constituency of the community in partnership with others, specifically peer and adults.

8. Rage--"I'm not worth anything!" These are often expressions of anger at not being recognized. These expressions may lead to attacks on teachers (and others) who become personalized victims of the rage. Many demeaning things have accumulated over time and culminate with the expression of rage, hostility.

Theory: Absenteeism

1. School becomes a negative place to be.

   a. The differences between youths (skin color, dress & other) are apparent to youths/teachers and some youths get a lot of negative responses.

   b. Language barriers between: Hispanics & English, Black dialect & English.

   c. Problem with curriculum and achievement leads to poor testing skills which leads to being "labeled."

   d. Parents transfer their negative feelings about the school (see academic failure, No. 5) to their youths.

   e. Boredom--Youths are not challenged in school. Curricula is irrelevant. Youth activities provided by the community are irrelevant and they are "provided" instead of decided and managed by the youths. This is a great and easy cop-out for the youths. They don't know how to get around in the conventional system and don't find out how to; thus they cop-out. Lack of programs to participate in. Transportation obstacles. Parents not being creative in thinking up things to do.

   f. Students have no input, particularly in curriculum (thus it is boring), discipline, and policy making which leads to youths not caring.

   g. Teacher attitudes: (hopelessness, cynicism, etc.)

      1) Teachers do not expect youths to achieve which leads to youths not being challenged and boredom becomes commonplace!

      2) Lack of communication between teachers and administration directly affects teacher ownership (they don't feel they have ownership too).

2. Due to family structure (responsibility for babysitting while parents work), youths have to work (migrant workers). Migration of the family interferes with going to school. Education is not valued.

3. Social Success

a. Youths who go to school and are not able to communicate with students, teachers, parents (no interaction between them) but who want social success, often find it with others who aren´t in school.

b. Can´t handle all that´s thrown on them (not adults yet). Moonlighting in jobs and can´t be succesful in both school and work. The job wins out (its more rewarding). They want immediate gratification so they get jobs and school is not an immediate gratification.

Theory: Suspensions, Expulsions, Dropouts:

Expulsions don´t happen very often because it is a difficult process (due process requirements). Expulsions only happen in very clearcut and serious circumstances. Intervening at an earlier stage prevents expulsions.

Suspensions occur because they are a very easy way of coping (getting rid of) with disruptive students. Teachers pressure administrators to suspend disruptive students. They don´t know what to do with youths. Suspensions, as a consequence (punishment), are based on the assumption that the youths want to be in school in the first place. In reality, being suspended can be a reward to some youths.

Guidance counselors work loads don´t allow the time to deliver counseling services that disruptive youths need.

Drop-outs (push-outs?)

Youths drop out because:

1. They are not academically successful
2. They have low self-esteem and no sense of worthiness
3. They want to earn money
4. Of boredom
5. Of family relatives, who appear to be "making it."
6. Of drugs and alcohol/problems.

OR disruptive youths are counseled out the door. Which means that some students are not encouraged to perform at any level.

They dont´ fit in any program and therefore, in subtle ways, are pushed out the door.

Theory: Effect Institutional Change

In view of perceptions of fact and the stated problem definition, the following hypotheses have been drawn:

1. Academic success (positive experiences at various levels of ability), attendance rate, suspension, expulsion, dropouts, truancy are not subject to impact by schools alone.

2. The school system in any given community, is so reflective of the attitudinal make-up of that community that the schools' effectiveness in implementing change in areas such as violence, vandalism, suspensions and expulsions is limited to remediation at best, without a change in the community attitudes that the school system reflects.

3. Schools, municipal governments, juvenile service providers, and independent service groups are generally operating within their own spheres to alleviate causal factors such as permissiveness in society, lack of respect for authority and property, boredom, and drug and alcohol abuse. This is primarily dealt with on a case by case basis; this approach results in a haphazard individual remediation program, with little or no long range preventative effect.

4. Youth alienation and sense of powerlessness on the part of the community; what we commonly refer to as "apathy" in terms of voters, community groups, PTA and school councils, etc., is more likely a result of the sense of powerlesness than a demonstration of the attitude of the community in general.

5. This "apathy" is a direct result of a feeling of alienation from the very institutions that have most direct impact on the community: schools, local government, social service providers. The implementation of a variety of programmatic solutions has created a confusing set of standards of behavior for children, parents, and the community. These standards are not reflective of what the community desires, although the community feels powerless to change them.

6. A problem-solving process must be designed and implemented which will allow the community direct input into analyzing the causes of juvenile problems in schools, home and community. These causes must be sufficiently defined to allow for programmatic application and solution; the process must involve all agencies charged with effecting the solutions along with the community; the solutions must be a cooperative effort so that schools, government, service providers, and the community are not working at cross-purposes, as antagonists, or in competition with each other.

    a) The process in each community must be credible, and subject to an intensive public relations campaign.

    b) All resources, public and private, should be brought to bear upon the causes through systematic youth, parent, community and educational programs, vocational training and placement, counseling, and individual service programs.

7. At a minimum, the process should result in:

    a) a standard of conduct that the community deems appropriate in its schools and throughout the community;

    b) widespread dissemination of that standard and its community basis, together with a rewards/punishment system;

    c) fair and uniform application by schools, police courts, and other agencies charged with these duties by the community;

    d) positive attitude development throughout the entire school curriculum; and

    e) on-going assessment by the community of its standards.

8. Community Process

    A. Advisory councils are not necessarily what the project is hoping to formulate. Advisory councils are usually composed of:

        1) Most times the same people who always get involved.

        2) This means only 35-40% of any given community is directly involved.

    B. Expectations of community process

    -Create climate for change (working with formal/informal leadership)

    -Don't ask for big committee or time

    -Ask for suggestions/recommendations

    -Hopefully they will start thinking process for what the community wants to happen

    -Inter-agency cooperation

    -Want change to occur from the inside without threatening anyone's territory

    -Communication extremely important

    -Agree with the "Rock-Throwers"

    -Ask them to do something about their complaints

C. Kinds of people/organizations to invite to meetings

-Schools
-Municipal Governments (Elected and appointed representatives)
-Church
-Youth ("good" and "bad")
-Business/Industry (Merchants Asso., Chamber of Commerce)
-Kiwanis/Lions/Jay Cees
-PTO/PTA's
-Social service delivers - paid professionals delivering services for youth
-Ordinary People
-Police
-Courts (municipal, courts)
-Senior Citizens
-Families
-Social/Recreational
-Juvenile Conference Committee (citizens, meetings, as needed, to handle 1st infraction for youths: punishment, etc., to be erased from youth's record)
-Knights of Columbus
-Firefighters (volunteer)

Jewish Vocational Services Alternative Education Project: Evaluation Report

M. S. Cook

Abstract

The Jewish Vocational Services Alternative Education Project developed and implemented three interventions. The Milwaukee Youth Employment Center (MYEC) counseled dropout youth and attempted to place them in employment. The Return Center, operated in cooperation with the Milwaukee Public schools, assessed and referred to alternative educational programming youth who were contemplating dropping out, or who had already dropped out and wished to re-enroll in formal education. The Job Score class was a regular high school course developed by MYEC staff to teach employment skills to youth at risk for dropout.

An experimental evaluation of the MYEC program indicates that it was not successful in increasing the employment opportunities of its clients. Subsidiary analyses suggest that in general, clients did not receive many services, although remedial education provided through the project probably had positive effects. Evaluations of two project components--the Return Center and Job Score classes--were not completed due to the early termination of the project.

In contrast to some recent reports, regression analyses suggest that employment causes little, if any, pychological harm to youth who have already dropped out of school. Returning such youth to school may result in some negative outcomes.

The Job Score curriculum may be appropriate for use and evaluation by others interested in providing employment counseling to youth. It is recommended that prevention projects be allowed to follow a Program Development Evaluation cycle that provides more time for program refinement and testing than was available to this project.

Overview

The Jewish Vocational Services Alternative Educational Project was an attempt to provide alternative services to students who had dropped out of the Milwaukee Public Schools, or were at risk of dropping out. Jewish Vocational Services (JVS) is a large agency with a 40-year history of operation in Milwaukee, and it has particular expertise in employment problems faced by special populations such as immigrants, youth, and the handicapped.

In the two year history of the alternative education project, three distinct interventions were developed and implemented by JVS: (a) the Milwaukee Youth Employment Center, a job counseling and placement center for dropout youth; (b) the Job Score class, an employment counseling curriculum for use in the regular public school curriculum; (c) and the Return Center, an assessment and referral center for youth seriously at risk of dropout.

Theory, Goals, and Objectives

The following is an abbreviated discussion of the JVS project's theoretical rationale, its goals, and its objectives. A more extensive discussion of these matters may be found in Yamasaki (1982), and this presentation draws heavily from that analysis.

Theory

JVS staff believed that delinquency has five causes: high alienation, low self-esteem, lack of personal power (internal control), the non-productive use of time, and lack of income. Youth drop out of school because they do not perceive traditional education as relevant to their lives, and they attempt to restore their self-esteem by engaging in delinquency (cf. Gold, 1978). For dropout youth, opportunities for employment, the success of holding a job, and the income it provides should prevent delinquency (cf. Greenberg, 1977). Other youth may be provided more relevant educational experiences so that they can find success in school and need not engage in delinquency. For such youth, success in a different school environment may substitute for successful employment in preventing delinquency (cf. Comer, 1980).

A second theoretical basis for delinquency lies in ineffective socialization and inadequate social control (cf. Hirschi, 1969). Drop outs are alienated from society, and have no need for conformity. They are unattached to significant others. Attaching youth to caring role models--counselors and teachers--should (a) encourage them to engage in gainful employment, and (b) constrain them against delinquency.

Problems and Goals

JVS staff identified as problems to be addressed youth unemployment, youth on welfare, delinquency, lack of relevant curriculum in the Milwaukee Public Schools, and lack of a method for youth seeking educational service to be referred to appropriate programming. Consequently, their goals were to:

1. Reduce the unemployment rate among dropouts.

2. Decrease the proportion of dropouts on welfare.

3. Decrease the incidence of delinquent acts among dropouts.

4. Institutionalize the MYEC job counseling model within the Milwaukee Public School System by incorporating a competency-based, work-related curriculum into the existing program.

5. Provide a referral and assessment center where dropouts or potential dropouts could receive guidance about appropriate education and career choice.

Objectives

Objectives for the JVS alternative education project include:

1. Improving MYEC clients' "job readiness" skills--the skills necessary to find, secure, and keep a job.

2. Increasing MYEC clients' work-related academic skills.

3. Decreasing rebellious autonomy--feelings of false independence and of not needing anyone or anything.

4. Increase feelings of personal power (internal control).

5. Provide youth with income through employment.

6. Decrease youth's time spent nonproductively.

7. Return dropout or potential dropout youth to more adequate alternative education programming.

8. Develop and test a work-related, competency-based high school curriculum.

History and Organizational Context of the Project

The JVS Alternative Education Project was plagued with implementation problems from its very inception. Many of these will be detailed below in conjunction with a description of the particular interventions. Presented here are general problems that affected the project as a whole.

Just as the project was funded in December of 1980, JVS underwent a severe organizational shake-up. The organization was undergoing federal, state, and local audits as a result of alleged embezzlement of funds. At the same time, federal cut-backs in social service funding had resulted in layoffs of JVS union staff. A new executive director was hired to oversee the stabilization of the organization during its fiscal crisis. Thus the project was born in an organizational climate of crisis and distrust.

The layoffs in staff continually subjected the project to union demands for priority in hiring, regardless of qualifications. Line staff still on the job did not trust the organization, and resorted to strikes or strike threats to press their demands.

JVS had a history of poor relations with local CBOs, social service agencies, and the Milwaukee Public Schools. All of these agencies were eventually required to serve as referral sources and intervention sites. Referrals therefore were slow to develop, and negotiations for cooperative work on particular interventions were long and arduous.

An early error in staffing the project occcurred when JVS hired a non-JVS person to direct the project. This did not turn out well because the project director never felt himself to be part of the organization, or particularly accountable to it. The project director, being an outsider, was not invested in the project as a whole, but only in those parts that he felt he was hired specifically to attend to. Thus, for example, the school-related parts of the project (that OJJDP was especially interested in) were given short-shrift because the project director felt that their management was beyond his purview.

JVS proposal writers, too, may have promised more than could be expected of the project. For example, in the original grant proposal, JVS promised to serve 750-800 youth in the MYEC job counseling program during the first year--it actually served fewer than 350, and only 79 of these received the entire treatment. Similarly, the proposal said it would serve 40-100 youth in the Return Center during the initial year. As it turned out, the Return Center did not begin until the second year of the project.

JVS and the Sponsor

An additional organizational conflict lay in JVS's relationship with its federal sponsors. JVS administrators failed to quickly or seriously deal with the concerns that OJJDP had on budget, management, and program implementation. Two events that ultimately may have contributed to a decision not to continue the project for the third year will illustrate the point. First, in August, 1982, the project was still unaware of its continuation status for the third project year. JVS management chose to address this ambiguity by not sending anyone to the national conference--an OJJDP requirement. Inexplicably nobody at OJJDP or at Johns Hopkins was even notified of the JVS decision not to appear at the conference. They simply did not show up. Hurried phone calls, and the reminder that appearance at the conference was an already-incurred contractual obligation, produced a JVS delegation a day late.

Second, after the JVS staff appeared, they were unable to sufficiently engage in program development efforts--the purpose of the conference--because they were still trying to prepare a budget for the third year proposal. Despite a clear requirement that all projects submit a third year budget that was 30% smaller than the previous year, the JVS third-year proposed budget was 20% larger. Project staff spent a great deal of the time at the conference deciding whom they were going to lay off when they got back. Such thoughts are not conducive to program development efforts.

These JVS organizational problems subjected the project to continuing upheaval over interpersonal relations, interorganizational relations, labor relations, and bugetary management. Little organizational effort remained to focus on the interventions themselves.

The Interventions

Milwaukee Youth Employment Center

The Milwaukee Youth Employment Center (MYEC) was the core intervention of the JVS project. MYEC was a "job readiness" training program, modeled after the Jobs For Youth, Boston, program. Clients were trained in the skills necessary to find, secure, and keep employment, and were referred to jobs identified by the project. Youth served were 16- and 17-year-old, unemployed, official high school dropouts from the greater Milwaukee area.

The MYEC program consisted of three units: (a) a counseling unit that trained youth in the job readiness skills; (b) an Educational Services unit that provided competency-based individualized instruction to those clients needing or desiring it; and (c) an Employer Services unit that located jobs available, and acted as the employers' advocate within the program.

The MYEC project went through two phases: March to December 1981, and January 1982 to the end of the project in November, 1982. In the first phase of the project, job readiness skills were identified (based largely on the Jobs For Youth, Boston, model), and youth were assigned to individual counselors for training in the skills. In the second phase of the the project, more detailed skills were identified, criteria for successful mastery were outlined, and a structured series of workshops were begun which all clients had to attend.

There were three "core" job readiness skills that had to be mastered before one was referred to a job: job application, job interviewing, and job retention. In addition to these core skills, clients were also judged for job readiness by their counselor based on their appearance, punctuality, dependability, and attitude.

In phase one of the project, clients were assigned to an individual counselor at intake, who trained them in the skills, and referred them to a job when the counselor felt that the client was job ready. In phase two, the skills were taught in a structured workshop format, and attendance at the workshops was generally regarded as sufficient evidence of job readiness. Each client was also assigned a counselor. An individual could retake a workshop, or receive individual help from the counselor if it was apparent that he or she had not mastered a requisite skill.

In both phases clients also received general counseling "as needed." Also, those youth who decided to upgrade their academic skills (either by their own wish, or at the suggestion of the counselor) were referred to Educational Services.

Educational Services provided competency-based individualized instruction in basic skills (reading and math), advanced instruction in G.E.D. subjects, and functional vocational training including typing, cashiering, and driver's education. Educational Services was an optional part of the MYEC program. Youth who did not need further educational assistance did not receive its services.

The Employer Services unit was responsible for developing jobs (i.e., locating job openings and creating good will among employers) so that positions to which MYEC clients could be referred would be available.

An important element of their responsibility was ensuring that employers were satisfied with the quality of MYEC referrals. A critical part of the program (particularly during a recession) was the ability of Employer Services to have a job bank available from which MYEC youth could choose appropriate employment. While the number of available positions fluctuated during the time the project operated, there were usually jobs available for the youth to be referred to. The more common problem was the quality of the available jobs. Many were part time, and virtually all were very low level entry jobs such as counter clerks, dishwashers, restaurant workers, and maintenance personnel.

Youth who were referred to jobs, but did not land them, were continually referred until they found employment or dropped out of the program. Youth who landed a job were followed up by their counselors at irregular intervals to see how they were doing (although this did not happen as often as project plans called for). Youth having difficulty on the job were encouraged to come back to MYEC for additional counseling or training. Youths who lost jobs they had been placed in, either because they quit or were laid off, could be re-referred if the circumstances warranted it. Employer services representatives checked with the employers of youth who lost jobs in order to assess the difficulty the youth had with employment. This often led to additional counseling for the youth. For example, a youth laid off for tardiness would not be referred to another job until some judgment had been made that tardiness would not again be a problem.

As alluded to earlier, the program began with an emphasis on one-to-one counseling provided to the clients by their assigned counselors. In the fall of 1981, the project director became dissatisfied with this arrangement, believing that the counseling provided to clients varied too greatly depending upon the counselor. In addition, the Employer Services division of the MYEC program complained about the "job readiness" of the graduates. Employer Services was receiving complaints from employers about the quality of referrals from the program, and was frustrated by the number of clients who accepted jobs and then quickly quit them.

In order to insure that all clients received training in the three identified job readiness skills, and to gain some quality control over program delivery, a workshop format for training was developed and implemented in January of 1982. This change initiated phase two of the project. In the workshop format, MYEC clients were still assigned to a personal counselor, but that personal counselor was no longer solely responsible for providing the job readiness training, and certifying the client as job ready. Instead, each client went through a structured series of workshops. Workshops were held at set times each week, and clients progressed through the workshops in serial fashion. MYEC clients first attended an orientation workshop, then one on completing job applications, followed by a workshop on interviewing, and one on job retention.

Satisfactory completion of the four workshops resulted in certification as job ready. Although determination of "satisfactory performance" was still largely a judgment on the part of the counselors conducting the workshops (except for the job application skills workshop where a post-test job application had to be completed with 80% accuracy in order to be certified), the workshop format was an improvement over the previous procedures because it insured that every client was exposed to the fundamentals of each skill believed to be necessary for employment success.

The switch to the workshop format also improved the program for a second reason: it forced project personnel to commit to paper exactly the skills and information necessary to meet the criterion of "job ready." In order to write a workshop that would be presented to all clients, and could be facilitated by any of the counselors, project staff were forced to come up with a set of curriculum materials that specified the information to be taught, and the methods and techniques to be utilized. The technical assistance contractor (Polaris) provided training in group facilitation skills to the staff specifically for the purpose of strengthening the workshops. Such training does not insure that the staff acquired the necessary skills, but it at least forced the project to engineer into the workshop specific activities aimed at the job readiness criterion, and gives us more confidence that all clients received instruction in the job readiness skills.

At the same time that the workshop format was developed and implemented, Educational Services was more strongly integrated into the program. In the first year, clients were referred to Educational Services at the discretion of their counselor. In phase two MYEC clients were automatically referred to Educational Services if they showed low reading or math skills. A written recommendation of instructional objectives was prepared and discussed with the client. Referred clients were not required to receive training from Educational Services, but it was emphasized to them that their chances of success in the employment market were remote without basic skills remediation.

The switch to a structured workshop format, and to more formal utilization of Educational Services changed the MYEC program from one of providing ad hoc one-on-one counseling in vaguely defined job readiness skills, to one in which all clients were provided with training in much more tightly defined skills. We can therefore be much more confident about the job readiness skills of the 1982 graduates of the MYEC program than we can about the 1981 graduates.

Problems in implementing MYEC. The MYEC program suffered from management difficulties and strained labor relations from its beginning. It was a large project. The project director was responsible for hiring staff and overseeing the design and implementation of three complex interventions. The project had a full-time staff of about 20 persons and involved negotiations with the evaluator, OJJDP, the Milwaukee Public Schools, the juvenile court, local CBOs, upper level JVS management, and the JVS employees' union. The newly hired project director had little experience in management, and his personal inclinations ran toward providing direct services to clients, not to running a large project. The project director did not have the management experience, or the exposure to program development to adequately oversee this complex task. The project director adopted a laissez-faire management style, which was in keeping with his preference for service rather than management.

The project director appeared often to avoid rather than confront problems. Three events involving the evaluation illustrate this avoidance of confrontation in uncomfortable situations. The project had promised to secure court contact data on treatment and control youths. Despite the obvious interest of both the evaluators and OJJDP in these important data in a delinquency prevention project, and despite assistance in preparing to perform this task, the court data were not collected. Although the request was made in September, 1981, 15 months before the project was terminated, the project director did not negotiate with the clerk of court to get the required data.

As a second example, the project director did not inform the evaluation staff of an upcoming strike in the spring of 1982. The result was that a follow-up of clients ground to an inexplicable (to us) halt, and we were in the dark as to how to provide assistance. We speculated that no mention was made of the labor disputes in order to avoid the appearance of difficulties.

A third example involved the development of a strategy to pay experimental control subjects for their participation in a MYEC follow-up. The project director had led evaluation staff to believe that the system for payment was complete and approved. It was not until the evaluation was over a month overdue in starting that the director informed evaluation staff that, in fact, he had not gotten the agreement of his comptroller to pay control subjects.

A poor relationship between JVS and its employees' union made management of the project difficult. The director, who had not been previously associated with JVS was immediately faced with the task of hiring staff in an atmosphere of distrust between JVS management and its employees. In the two years of project operation, there was one union strike, and a second was narrowly averted.

Union regulations severely constrained the director's efforts to select qualified staff. Immediately prior to project start-up, JVS had been forced to lay off many of its employees. When the Alternative Education Project began, the project director was forced to hire staff from a pool of union employees available for recall. He had to hire from the list based on seniority, with little attention to qualifications.

The problem of forced hiring based on union seniority resulted in particularly acute problems in staffing MYEC's counseling unit. The union felt that virtually anyone was qualified to be a counselor, and pressed the issue. The result was that the backgrounds of the counselors who were charged with implementing MYEC's primary intervention were in diverse fields, but not in counseling. Two of the persons who served as counselors did not attend college; others had B.A.'s in sociology, business, and physical education. Another counselor had a B.A. in education, but had never taught, and her prior work experience was as a buyer for department stores. The original supervisor of the counseling unit did hold a Masters of Education with a major in Counseling, but she was replaced by a counselor who held a B.A. in Criminal Justice. Although degrees do not guarantee successful counseling, the lack of counseling training in the MYEC counseling staff undermines confidence that sound counseling practices were implemented.

Staff of the Employer Services and Educational Services unit appear to have had more preparation for their work. Most of the Employer Services staff had backgrounds in business, or had previously worked as job developers on other JVS projects. All Educational Services teachers were certified teachers: the requirement that they be certified allowed the supervisor of Educational Services to hire outside the JVS union.

High turnover and strikes by JVS union (which included nearly all MYEC employees) created other problems for MYEC. By the end of the project, in November, 1982, 11 persons had terminated out of the 26 different persons who ever worked full-time on the project. Two extensive staff re-organizations were carried out by the project director in the space of a year and a half. The average length of stay on the two-year project was 13.6 months (and this does not include several JVS personnel who spent considerable time on the project, but were not paid out of grant funds). Project staff did not get along well with one another. As already mentioned, there was one strike in October of 1981, and a second was avoided in April 1982 in a "final hour" settlement: MYEC staff had fully expected the employees to strike. MYEC sought help in staff relations from the technical assistance contractor (who suggested that even more assistance in this area might be helpful).

Poor staff relations were not confined to problems between line and supervisory staff: the project director and his supervisors in JVS did not work well together. The project director was hired from outside the organization. He had previously worked in a local CBO. The director disliked the JVS organization, and never considered himself a part of it; he felt he was hired to run MYEC, and that MYEC should be an independent entity from the organization at large. In turn, JVS did not trust the project director to manage the project, and placed him under the immediate supervision of the Director of Youth Services. At one point during the summer we were told that the project director had been or was about to be dismissed; shortly thereafter we learned that the project director had filed suit against JVS for discrimination in pay. The project director was still holding that job in November when the project ended.

Another problem for the project was the number of clients being served by the project. The project's proposal promised to serve a large number of persons, and the sponsor pressed the project to meet its client load target. The program was begun before developing strong referral links to local CBO's, Juvenile Court, Milwaukee Public Schools, or the county Department of Social Services. The result was that despite a full-time staff averaging over 17 persons, the program served fewer than 350 clients its first year of operation, and most of these came in a burst at the end of the year; by December, 1981, only 79 youth had completed the entire MYEC job readiness program.

In summary, MYEC's implementation difficulties fall into four categories: (a) the project director had little management experience, and his personal management style was incompatible with the demands of a large, multifacited project, (b) the project director did not get along with his supervisors, and did not consider himself a real part of the JVS organization, (c) union hiring demands resulted in placing workers in the counseling unit who had little training or experience to work as counselors, (d) poor JVS management-labor relations put the project in continual conflict with its own staff, even to the point of a strike, and (e) the project was begun without first establishing an extensive client referral network. Thus the project careened from one crisis situation to the next, with little time for planning, or thoughtful program development.

The Job Score Class

The Job Score Classes were an offshoot of the MYEC job counseling program, designed and directed by the supervisor of MYEC's educational services unit. They were an attempt to provide to students still in school the job readiness training available to dropout youth referred to MYEC.

One of the prime motivations behind the instigation of the classes was the desire by OJJDP to see the JVS project more involved in "alternative education"--the basis of the federal initiative. OJJDP did not regard MYEC, which was an alternative to formal schooling as "alternative education." The Office insisted that the JVS project develop programs to serve youth that had not already dropped out of school, and the Job Score Classes were an attempt to meet this requirement.

A tentative curriculum was designed in the summer and fall of 1981, and a contract between JVS and MPS providing for the implementation of the class in six area high schools was signed in October, 1981. Classes actually began in four of the high schools in January, 1982. Four more classes were held in the Fall of 1982.

The Job Score class was a regular high school class that could be taken for credit toward the high school diploma in the Milwaukee Public Schools. The curriculum revolved around the MYEC job readiness skills. Topics included how to fill out a job application, how to interview for a job, what to expect on the job, how to locate jobs, and how to get along with employers and fellow employees. Also included in the curriculum was instruction in basic life survival skills such as how to balance a checkbook, shop for insurance, and figure interest charges.

Several weeks into the semester (optimally, around six weeks) those students that were judged by the class teacher to be "job ready" (using the same criteria as clients in the MYEC program, above) were referred to MYEC for job referral. Those students that MYEC also judged to be job ready were then referred to part time jobs. Students that landed jobs worked half time, and attended school half time. They received academic credit toward their diploma for the time they spent working. The program design called for students to maintain their academic standing, but it is not known if this requirement was adhered to. Students who did not find jobs continued in the regular curriculum.

The curriculum package as developed by the supervisor of Education Services appears promising. She wrote detailed day-by-day lesson plans with clearly specified instructional objectives, and included methods of assessing success. All of the MYEC job readiness skills were covered and reinforced. The curriculum appears to be highly relevant to students, and was favorably viewed by the four teachers and principals involved in the initial application of the course.

The Return Center

The Return Center was the focus of the original grant proposal to OJJDP. It was envisioned as one of a number of centers that would be set up statewide as a cooperative venture of all Wisconsin agencies responsible for providing social services to youth.

These service delivery centers were supposed to be centralized diagnostic, referral, and record-keeping centers. Their purpose was to serve as sites where youth with problems could be assessed and then referred to an appropriate service delivery provider in the area. Centralized record-keeping would provide a method of follow-up and evaluation, and would allow agencies to better plan for the needs of youth. JVS would focus on developing a Return Center that would serve the needs of Milwaukee area youth who had dropped out of school, or who were contemplating dropping out, but who sought some form of structured education. The Return Center would assess their skills and interests, and then refer them to agencies (including the Milwaukee Public School system) that provided appropriate intervention.

It is perhaps symptomatic of the difficulties JVS had in implementing its project that, despite the intent of the original grant proposal to focus on the Return Center concept, the JVS-sponsored Return Center did not begin operation until January of 1982--more than a year after the project was funded.

Three major problems contributed to the slow implementation of the Return Center:

1. The project director believed that he had been hired primarily to oversee the development and manage-

ment of the MYEC job counseling component of the program. It was his belief that the Return Center was primarily the responsibility of upper level JVS staff, and indeed, at the March 1981 planning conference in Washington, D.C. a JVS staff person not funded by the project accepted responsibility for negotiating the Return Center contract with MPS. At the conference the project director was assigned responsibility for developing contacts with MPS in-school personnel so that referral sites would be available to accept clients from the Return Center.

The project director had little experience in the negotiation of contracts and agreements, and was not happy with working with the Milwaukee Public Schools. In fact, the project director (and MYEC staff in general) were reluctant to refer clients in the MYEC program to MPS. Also, the implementation of the MYEC component itself was not progressing rapidly, largely due to labor difficulties. The result of all of these forces was that the project director assigned top priority for his attention to the MYEC job training program, and put the Return Center on the back burner. Negotiations for the establishment of the center were left to JVS staff outside of MYEC. The project director felt that if JVS upper management thought the Return Center was so important, then they could oversee it. In short, the project director felt that he was director of the MYEC portion of the project, and that the Return Center was an additional (relatively unimportant) duty that took time away from what he saw as his central task.

2. The second major reason for the slow implementation of the Return Center was that JVS and MPS had poor inter-organizational relations. JVS feared that MPS could not be held accountable for the funds, and would insist on controlling the design and staffing of the Center. MPS suspected that JVS would really like to keep the funds "in-house" and would be reluctant to refer "JVS" youth to the Center, and back to MPS. Since neither organization trusted the other, negotiations to set up a Return Center, staffed by MPS personnel, but paid for out of JVS/OJJDP funds, became long and extremely complicated.

3. The third reason for slow implementation of the Return Center was that the negotiations for the establishment of the Return Center were tied to those for developing and implementing MYEC-sponsored Job Score classes in six Milwaukee public schools--for which curriculum did not exist in 1981. Educational Services personnel within MYEC were assigned responsibility for designing the curriculum, and did so, but in the meantime, negotiations for the Return Center could progress no more rapidly than those for the Job Score classes (and vice-versa).

The result of the three major obstacles to the implementation of the Return Center was that a draft of the contract with MPS was not completed until September, 1981. By the time a site was found and staff were assigned, it was January, 1982.

To summarize the primary causes of the slow implementation of the Return Center: (a) the JVS project director concentrated his energies on developing the MYEC component while paying little attention to the Return Center (and felt justified in so doing since other JVS personel took responsibility for negotiating the Return Center contract with MPS); (b) the contract negotiations progressed slowly due to poor relations between JVS and MPS; and

(c) the Return Center negotiations were tied to negotiations for establishing Job Score classes in the Milwaukee public high schools.

As finally implemented, the Return Center staff consisted of a program coordinator, a psychologist, a social worker, a vocational counselor, three teachers and a secretary.

The intervention had three (sometimes four) components:

1. A reentry conference was held in which the youth (sometimes with his or her parents) met with Return Center staff to initially assess and interest the youth in participating in school activities.

2. An assessment phase followed in which formal assessment of the youth's basic academic level, intelligence, and vocational interests was made.

3. A referral conference was held (sometimes with the youth's parents in attendance), in which the child was referred to either an MPS or Community-Based Organization (CBO) for instruction, or was referred in-house to receive individualized instruction at the Return Center itself.

4. Youth remaining at the Return Center for instruction received individual tutoring, usually directed at completing the G.E.D. Most youths who stayed at the Center did so because they wished to return to an MPS site, and could not do so immediately because it was too late in the academic semester. They were placed in MPS programming at the beginning of the next semester.

Evaluation Results

Results for the Milwaukee Youth Employment Center

Two types of research were performed to examine the effects of the MYEC component of this project. First, straightforward analyses of the experimental results were performed to describe the effects of the project. Then, more complex analyses were performed to unearth as much information as possible about the relative effectiveness of various elements of the overall MYEC activities.

Primary analyses of MYEC effects. JVS successfully implemented a true experimental evaluation of the MYEC job finding intervention. Beginning in August, 1981 and continuing until February, 1982, 252 intake youth were randomly assigned to treatment, and 154 to control. Randomization was accomplished on-site by using an intake blank on which 62.5% of the lines contained a "treatment" designation and 37.5% of the lines contained a "control" designation (a five-to-three ratio of treatment to control clients). These blanks were prepared by the national evaluator using computer generated pseudo-random numbers.

Applicants' names were entered on this list in the order they presented themselves at MYEC. Control youth were referred to other programs for youth in the Milwaukee area. At intake, both treatment and control youths were administered a pretest that measured several of the objectives of the MYEC program.

Seven months after intake, treatment and control youths were contacted by MYEC and JVS outreach staff. Each was individually administered a questionnaire that assessed several personal characteristics, past and current employment status, and involvement in educational activities. Control youth were paid $10.00 for their participation. A total of 203 treatment youth were surveyed, for a 81% follow-up rate; 118 of the control youth were administered the questionnaire for a 77% rate. The two follow-up rates do not differ significantly (p = .41 by the chi-square test).

The pre- and post-test measures of personal characteristics were subjected to principal factor analysis with iterated communalities. Three factors had eigenvalues greater than 1.0 and were subjected to VARIMAX rotation. Separate analyses of the pretest and post-test items yielded similar factors. The three factors were labeled Psychological Health, Interpersonal Competency, and Rebellious Autonomy.

Scales were constructed from the items loading most highly on each of the three factors; a particular item was only included on the scale on which it had its greatest loading. Although the three factors were similar for the two testing periods, there were differences in a few items. Various combinations of items were subjected to internal consistency item analysis to develop a set of items that worked well for each of the three scales at both times. Appendix A gives the item content for the three psychosocial measures developed through these procedures. Psychological Health had a reliability coefficient (Chronbach's alpha) of .61 at pretest, and .59 at post-test, and a test-retest correlation of .40. Rebellious Autonomy had alpha coefficients of .49 at both pre- and post-test and a test-retest reliability of .39. The third scale, Interpersonal Competency had an alpha of .45 at pretest, and .46 at post-test. This scale shows lower test-retest reliability than the other two scales (.19).

Table 1 gives the results of post-randomization checks on the equivalency of the MYEC treatment and control groups. Chi-square tests on the sex of the subjects and the percent who were of minority ethnicity (mostly Black and Hispanic), show no differences between the groups on these measures. Analyses of variance indicate that the groups were similar in age, and in the time of intake (there is a trend, p = .10, toward the treatment youth being slightly older than the controls, but the absolute size of the difference is very small--see Table 1). The groups did not differ on the time between intake and follow-up.

Analyses of the pretest psychosocial measures show no differences on Psychological Health, or Interpersonal Competency. The control group reported significantly greater Rebellious Autonomy (p=.006) than the treatment group. This result means that this pretreatment difference will have to be accounted for in any analysis of outcomes, particularly on Rebellious Autonomy as measured at follow-up. Given the procedure used to assign youths to treatment and control groups, and the quite close equivalency of the groups, we are confident that a true experiment was implemented.

Changes in the psychosocial measures were assessed by subtracting the follow-up score from the pretest score. Mean changes, and results of analyses of variance carried out on the scores may be found in Table 2. No differences were statistically significant. The treatment and control youth showed no differential change in Psychological Health, Interpersonal Competency, or Rebellious Autonomy. An additional attitudinal measure not available at pretest was developed for the post-test. It was called Attitude Toward Education. This was a scale composed of five items designed to measure the degree to which the respondent perceived formal education as useful and relevant to his or her life. This measure was developed because Educational Services staff felt that one of their primary objectives was convincing youths that education was indeed relevant to their lives and livelihood. Table 2 shows that there were no differences between the experimental and control groups on this scale.

The analyses of the measures of MYEC's intermediate objectives gives no reason to believe that they were met. Nothing in these results suggests that any additional job experience provided to client youth by the MYEC program resulted in any positive psychosocial change.

More critical for the MYEC evaluation is an analysis of the current and past employment and educational status of MYEC clients and their controls. Table 3 gives the results of chi-square analyses comparing treatment and control youth on three measures of program success: current employment status, current educational status, and a combined educational and employment status measure. For this composite measure, a "positive outcome" was regarded as a report of being in school or employed. These outcome measures were derived from a question asking "What are you doing mostly?" The respondent could only check one of several categories of educational involvement or employment. Analyses indicate that the MYEC clients are no more likely to report themselves to be currently working on a job than are the control youth. Approximately 80% of both groups were not working at follow-up. There is a tendency for the control group to report more involvement in school (either re-enrolled in high school, or attending a G.E.D. program). This tendency, when taken together with the very small difference in work status, produces a trend (p = .07) for a higher percentage of controls to report a "favorable outcome" (either working or in school) than treatment youth.

The difference in reported school attendance is difficult to interpret. Project staff have repeatedly noted that at intake clients invariably report that they are working on their G.E.D., even if they have never enrolled, or have never attended a G.E.D. class. Many young dropouts believe that they will graduate, "some day." MYEC clients are faced with the fact that if they truly want to earn their G.E.D., the training is available at MYEC through Educational Services. It is therefore more difficult for MYEC clients to claim that they are working on a G.E.D., if they are not, than for the control youth to make such a claim. Although we have no way of verifying the respondents' reports it is doubtful that the experimental and control groups differed in participation in a G.E.D. program.

Further information on employment and educational status can be found in Table 4. This tabulates the results of chi-squares comparing responses to various categories available in response to a question asking "What are you doing now?" Allowing multiple responses enabled students who were working part-time and going to school to record both activities.

As the table shows, the results of the analysis of the questionnaire item measure mirror those for the previous item. About equal percentages of treatment and control youths report they are currently working for pay, but more control than treatment youths report that they are attending a G.E.D. program and more report that they are enrolled and attending high school. More treatment than controls acknowledge that they are unemployed (which also connotes not attending school). A higher proportion of the control youths also report that they are "On temporary layoff from work."

Tables 3 and 4 agree in implying that (a) the MYEC clients are no more likely to be employed at follow-up than are the controls (and very few of either are employed), and (b) a higher proportion of control group members report themselves to be re-involved in some kind of formal education. Of particular interest is the difference in the proportion of respondents from the two groups who report they are "Enrolled in and attending high school." We cannot be sure that the controls were simply "yea saying" more than the treatment students--although the lack of differences in responding to work-related questions would argue against that hypothesis. But both Tables 3 and 4 suggest that participation in MYEC may have discouraged students from returning to formal schooling. The results offer no evidence that MYEC was successful in aiding clients to find more stable employment than they could have found on their own.

Other follow-up questions concerned hourly wages, current hours worked per week, and hours worked full and part-time "in the last six months." This insured that all repondents would be reporting only on employment experience acquired since MYEC intake. Table 5 gives the results for analyses of variance for the wage and hour measures.

None of the nine measures reveal any differences between the treatment and control groups. The groups do not differ on the current number of hours working per week, current hourly wages, current weekly wages, or total wages earned in the last six months. The groups are also similar in the the number of weeks that they had worked full time and part time. Finally, a logarithmic transformation of the current hourly wages and total wages earned (a transformation commonly carried out on wage data to decrease the influence of extreme values in what is usually a markedly skewed distribution) did not produce any evidence of differences between the treatment and control groups.

There is no evidence in these results that MYEC improved the employment situation of its clients. They are no more likely to be employed at follow-up, to have worked more in the recent past, or to be earning or have earned any more money. There is therefore no evidence in these results that the MYEC program met its primary goal of increasing the employment opportunities of its clients.

The MYEC project was funded primarily as a delinquency prevention effort. Employed youth were theorized to have less of a need to commit crime out of a need for money, for status, or for excitement. Because the treatment group did not differ from the control group in employment status, one would not expect (on the basis of this theory) delinquency to be differentially affected. Yet, personal counseling was a large part of the MYEC program, and might be expected to have some positive effect on delinquent behavior independent of employment effects. There is no evidence that it did. The final outcome listed on Table 5 shows results for a question asking how many times in the last six months the respondent had been picked up by the police. There are no differences between the treatment and control group on this measure.[1]

The results of the experimental evaluation of the MYEC job counseling program from August, 1981, to February, 1982, may be summarized as follows: **There is no evidence that the MYEC program had any effect on employment status, psychosocial development, or delinquent behavior. There is some weak evidence that the program may have discouraged youth from returning to school.**

Secondary analyses of MYEC effects. There are four possible reasons why an evaluation may show no difference between treatment and control groups:

1. The theory behind the program is wrong--the goals of the program would not have been met even if its objectives had been.

2. The program didn't address the theory--the program was unrelated to the theory upon which it was supposedly based.

3. The program was not implemented properly--the interventions that occurred were not the ones intended.

4. The evaluation design was insensitive to the true effects of the program.

Each of the four possible reasons for failing to demonstrate program effectiveness is important, and a program or its evaluation may fail for any of these reasons.

One cannot easily assess the adequacy of a program's theoretical premises, or its relation to its theory, unless one knows that the program was reasonably well implemented. Table 6 offers strong evidence that the MYEC job counseling program was not implemented with enough fidelity to reach strong conclusions about its potential efficacy.

Table 6 gives simple descriptive statistics of four implementation measures: the number of counseling contacts, the number of educational services contacts, the number of jobs to which the client was referred, and the number of jobs that the client was actually placed in by MYEC. Most impressive is the last column in Table 6. It shows the percentages of clients receiving none of that particular part of the intervention. The bottom line, of course, is job placements--placing youth in jobs is what MYEC was all about. Yet, 72% of the MYEC clients between August 1981, and February, 1982 were not placed in a job. In other words, only a little over a quarter of MYEC clients received MYEC's main service. Only half were ever even referred to a job. For each of the four implementation measures, the modal (most common) amount of service provided to a particular client was zero.

Apparently the MYEC project was a job placement project that did not place many youths in jobs. In other words, the job counseling/placement program was not implemented as intended. We cannot clearly address the question of the theoretical adequacy of the MYEC program, or its relation to its theory (the first and second possible reasons for program failure listed above) because the evaluated MYEC program was not the intended MYEC program. As to whether the evaluation design was sensitive to possible program effects, a well implemented true experiment is a strong design (Cook and Campbell, 1979). The high response rate from a large number of experimental treatment and control participants implies that this aspect of the experiment was faithfully implemented. Although questions could be raised about the measures examined, the job- and education-related measures appear straightforward and highly relevant to the evaluation of this project.

---

[1] Evaluation plans called for the project to secure official records of police contacts. Partly because of the early termination of this project, and partly due to the low priority placed on evaluation activities by the project director (see page 7), official police records were never obtained.

A further question might be, "If MYEC had systematically implemented the program, would it have been able to place more of its clients in jobs?" In order to investigate this a question, a series of regression analyses were undertaken. Statistical models were built to account for (in separate analyses) individual variation in the five primary employment measures, an indicator of enrollment in school, and self-reported police contacts.

Two regression models were employed to investigate effects of differential exposure to MYEC treatment. In the first model, for each MYEC client a single indicator of MYEC treatment intensity was entered which reflected the total amount of MYEC treatment received. In the second model, each separate component of the MYEC program was individually examined. In both models, a stepwise procedure was employed in which background and personality measures at intake to MYEC were entered first; sex, ethnicity, age, month of enrollment in the program, Psychological Health at pretest, Interpersonal Competency at pretest, Rebellious Autonomy at pretest, and basic skills proficiency were allowed to enter at this stage if they contributed to the explanation of the outcome of interest.

In the first set of regression analyses, MYEC treatment effects were studied by entering at step two an overall index of MYEC treatment received. Any additional variance in the individual employment, schooling, and delinquency scores that was captured by this step in the analyses might be attributable to MYEC treatment, net of measured background characteristics.

The MYEC treatment intensity score was constructed by dichotomizing the four MYEC implementation measures at the median. Each MYEC client received a score of 1 on each measure for which he or she received more than the median amount of treatment, and 0 if he or she received less than the median amount of treatment. These four scores were then summed to yield a single index of treatment intensity received. A client's treatment intensity score could range from zero to four.

Table 7 reports the results of the MYEC treatment intensity regression analyses on the primary employment variables: hours currently working per week, weeks worked full-time in the last six months, weeks worked full-time in the last six months, log-transformed current wages, and log-transformed total earnings in the last six months. Listed are the effects of a) those predictor variables entered at step one that significantly increased the variance explained, and b) the MYEC treatment intensity variable (labeled "MYEC participation"). The column headed "beta" shows the contribution of each variable, net of any previously entered variables. The beta given for the MYEC participation score is for the direct effect of MYEC treatment, independent of all examined background measures. That is, the beta represents the MYEC treatment's contribution to explanation that cannot be attributed to any other variable in the model. The third column headed "Increment to R^2" shows the proportion of variance in the criterion accounted for by adding that predictor to the model, net of previously entered predictors. Thus, the "MYEC participation" entry gives the added variance in the predictor explainable by increased MYEC participation, holding constant the background measures. Finally, the last column, headed "p for increment" provides a statistical test for the added contribution (incremental validity) of each successive variable. The p's for MYEC participation are of particular interest--significant increments in explained variance (marked by an asterisk) suggest that participation in the MYEC program probably contributed to an increased score on the criterion measure investigated.

Table 7 indicates that the MYEC intensity variable was a significant predictor of employment status for four of the five employment dependent variables: receiving more MYEC treatment is associated with more hours per week currently worked, more part time work engaged in during the last six months, higher current wages earned, and greater total wages earned during the last six months.

Table 7 also indicates that age and ethnicity are consistently associated with employment outcomes. Older youth show better employment and earnings than blacks. There is also some evidence that greater Interpersonal Competency as measured at pretest predicts less part-time employment, and, therefore, less total earnings over the last six months.

Table 8 gives the results for regression analyses investigating the degree to which MYEC treatment participation can predict the psychosocial outcomes of Psychological Health, Interpersonal Competency, and Rebellious Autonomy as measured at post-test, re-enrollment in formal schooling, self-reported police contacts, and Attitude Towards Education as measured at post-test. Again, background variables were entered first, and the MYEC participation variable last; the effect given for the MYEC variable under the heading "beta" indicates the direct effects of MYEC participation, independent of any variables entered previously.

Table 8 shows that greater MYEC treatment has no statistically significant net contribution to psychosocial development (although there are trends toward treatment being negatively associated with Rebellious Autonomy, p=.08, and positively associated with Attitude Toward Education, p=.10). Table 8 also suggests that increased participation in MYEC activities is associated with an increased likelihood of being re-enrolled in some form of formal schooling, i.e., MYEC clients who persisted in the program were more likely to enroll in school. Note that this result differs from that found in analyses of the treatment and control comparisons. Results of those analyses suggested that the MYEC program discouraged re-enrollment in school. This apparent discrepancy can be reconciled when it is recalled that most MYEC clients received little or no MYEC treatment. It would appear that for the majority of MYEC clients who received only superficial exposure to the program, MYEC discouraged them from becoming reinvolved in formal schooling--yet the program had the opposite effect on youth that persisted in the program and received the entire treatment.

These regression analyses show that there is a mild negative predictive relationship (beta=-.12, p=.13) between MYEC participation and self-report arrests ("picked up by the police during the last six months"), i.e., there is weak evidence in these data of a direct effect of MYEC participation upon the reduction of delinquency. This result is slightly muddled in that police contacts are measured somewhat concurrently with the MYEC variable--the youth are reporting on their last six months experience, part of which would have been spent in MYEC. Some clarity is lent to this analysis by the fact that most clients were in MYEC for a short period of time, and even long-term clients would seldom have been in the program for a month. Since the average follow-up period was about seven months, the majority of MYEC participation would have occurred prior to the period for reporting arrests. There is some legitimacy, therefore, in believing that the MYEC effect found (such as it is) is a true "predictive" relationship: the longer a youth persisted in MYEC treatment the less likely he or she was later to report being picked up by the police.

Table 8 also indicates that the strongest predictor of future psychosocial development is present psychosocial development--personality is fairly stable across the time period covered by this study. Most of the variance in Psychological Health, Interpersonal Competency, and Rebellious Autonomy at post-test is accounted for by the same personality variables measured at pretest.

To summarize the effects of increased exposure to MYEC treatment, Tables 7 and 8 show positive relationships between the amount of MYEC treatment on the one hand and employment and formal schooling status on the other, and some suggestion of a weak effect on delinquency.

In order to more closely examine the MYEC effects, a second set of regression analyses were carried out. In this set of analyses individual measures of each of the four MYEC treatment variables were used to predict employment status (Table 9) and psychosocial, schooling, and delinquency status (Table 10). In these analyses, the individual MYEC treatment indices were substituted for the overall MYEC treatment participation score in the second step of the analyses, following the entry of the background variables. Counts of counseling contacts, educational services contacts, job referrals, and job placements were allowed to enter the statistical model in the order of the amount of variance each explained. In all cases, statistically significant effects listed are for the direct contribution of the significant MYEC treatment component(s) toward the explanation of variance of the outcome measure in question.[2]

Table 9 shows that the number of educational services contacts and the number of job placements are generally associated with more favorable employment outcomes. Counseling contacts show little relationship to employment outcomes, except for a slight tendency for those who received more counseling to be less involved in in part-time employment (p=.09). This tendency contrasts with the result for number of educational services contacts which show a moderately strong positive relationship with part-time employment (p<.001). MYEC records indicate that most of the jobs in the MYEC job bank during the time of the evaluation were part time jobs. These results suggest that clients availing themselves of the help offered by Educational Services were more successful at obtaining work than were other clients. The negative correlation between counseling contacts and part-time employment suggests either that the counseling staff were actively discouraging clients from seeking part time work, or that youths who received counseling also experienced more difficulty in getting jobs. There was no organizational policy of either encouraging or discouraging part-time work, and different parts of the MYEC project may have treated their clients differently in their approach to part-time work.

---

[2] Effects for the other variables in the model--the background variation--are not given in Tables 9 or 10 because they are identical to those given in Tables 7 and 8.

Overall, Table 9 provides no evidence that counseling in the counseling unit was successful in preparing clients for employment. Controlling for background variables, there is no significant relationship between counseling and employment. Recall that counseling was considered to be the primary intervention: educational services contacts were supposed to be an additional treatment available for clients desiring upgrading of basic skills. The present analyses suggest, however, that training in basic skills had more effect then the prescribed counseling.

Table 10 shows the effects of the individual treatment components on psychosocial development, re-enrollment in school, and self-reported arrests. Only the implementation measure of job placements explains any additional variance in the psychosocial measures at post-test over that explained by the pretest and background variables. Being placed in a job by MYEC is associated with greater Psychological Health, and with more positive Attitude Toward Education.

The overall treatment intensity analysis indicated that increased MYEC treatment was associated with increased re-enrollment in formal schooling; Table 10 shows that this effect is largely the result of the efforts of educational services. It is the only individual treatment component that is a significant predictor of re-enrollment in school.

Finally, Table 10 suggests a small positive effect for job placements on police contacts (p < .10). Clients who were placed in jobs were slightly less likely to report themselves to have been picked up by the police. Thus, the majority of the trend toward decreased self-reported arrests associated with persistence in MYEC (see Table 8) is attributable to actually being placed in a job. This is important for a theoretical analysis of the relationship between employment and delinquency (see Appendix B).

A final observation from this analysis of MYEC treatment component effects is that the counseling component is essentially unrelated to employment (although somewhat negatively related to part-time work), and is associated with significantly less Interpersonal Competency at follow-up, i.e., the few effects noted are in a direction opposite to program objectives.

In summary, the results of the foregoing regression analyses suggest that:

1. More exposure to the MYEC treatment is associated with better employment status at follow-up, but the primary evaluation--the true e.hw ex-per-i-ment---in-di-cates no

overall positive benefit for the MYEC program. It is difficult, even with the variety of pretest and background information available on the clients, to entirely control for pre-existing motivational differences among MYEC participants; youth that stuck to the MYEC program, and received more treatment, might show enhanced employability simply because they are harder workers, or are more persistent in a job search.

Nevertheless, because we do have a number of statistical control variables, the results suggest that had clients received more systematic and thorough exposure to the treatment, the program would have been successful.

2. Receiving assistance through the Educational Services component and actually being placed in a job by MYEC is associated with some positive outcomes. No evidence suggests that counseling, MYEC's primary intervention, was successful in aiding MYEC clients to find employment or to improve their psychosocial skills. In fact, to the extent that pre-existing client differences were successfully controlled for by pretest measures, the results suggest that counseling produced a decrement in Interpersonal Competency. This result is not necessarily an indictment of employment counseling in general. Recall that the MYEC counselors had little training or experience in counseling.

3. The educational services component of the program appears to have contributed to the employment and educational status of its participants. Again, to the degree that motivational differences are controlled for by the pretest and background measures, basic skills education in an alternative out-of-school format increases the employability of dropout youth. Because educational services offered in-house G.E.D. instruction, it also contributed to the reinvolvement of MYEC clients in formal education.

The positive educational services results are important for the overall evaluation of the Delinquency Prevention Through Alterative Education initiative: this alternative education intervention appears to result in some positive outcomes.

4. Three other consistent predictors of employment status are the racial status of the clients, their age, and the month the youth was enrolled in the MYEC program. Whites are more likely to be employed; older youth have better employment outcomes; and the later in the year that a youth was referred to MYEC the less they worked full- or part-time in the following seven months.

The results for race imply that discrimination in hiring exists in the city of Milwaukee. Even when controlling for background differences, including basic skills proficiency, there is still a residual net benefit to being white. In fact, in most analyses, the beta for racial status is larger than that for receiving MYEC treatment.

One might argue that some motivational difference accounts for the differential employability of whites and minorities. This hypothesis can be explored by looking at persistence in treatment. Table 11 shows the simple correlations between the number of MYEC component contacts and white/minority status. Minorities stayed in treatment longer as measured by the number of counseling and educational services contacts. There is no evidence here to suggest that minority youth were unmotivated to attend program sessions.

The lack of correlation between minority status and job referrals in Table 11 indicates that MYEC personnel referred proportionately as many minority as non-minority clients for jobs. Yet the significant correlation between job placement and white/minority status demonstrates that MYEC was unable to overcome the basic white/minority difference in employability. Although MYEC spent more time with minority clients, and referred both whites and minorities equally to jobs, white youths were still more successful in securing employment.

The findings of enhanced employability with increased age, and decreased employability as the program progressed are also important results. The age of MYEC's service population was a continual source of contention both within the project itself, and between the project and the federal sponsor. MYEC personnel felt they had been saddled by JVS with an impossible task: finding employment for 16- and 17-year-old dropout mostly minority youth during a recession. Particularly disturbing to the staff was the constraint they felt in being required to serve only 16- and 17-year-old youth. They felt that they could have been much more effective serving older dropout youth.[3]

The finding of poorer employment status as the evaluation progressed is difficult to interpret. One possibility is that the general Milwaukee employment situation may have been deteriorating over the course of the evaluation as the recession deepened, and jobs may have become increasingly hard to come by. The effect is not due to any increase in time between entry and follow-up. The time lag, which was measured for most of the follow-up population, is uncorrelated with any of the outcome measures.

Whatever is the source of the decrease in full time employment for the MYEC clients over the course of the evaluation, there is nothing in the results to suggest that the program improved during the course of the evaluation. Clients served in the later months of the project were less likely to work full-time than were clients served in the project's early months. Project personnel argued that the recession made their task almost impossible; employment was so high in general, and in their target population especially, that there were simply no jobs available in which to place the clients. Research indicates that youth unemployment is very sensitive to the state of the economy--a one percent increase in the official adult male unemployment rate translates into a 5-6% increase in the number of teenage males looking for work (Clark and Summers, 1980). In fact, Clark and Summers (1980) argue that the foremost reason for high teenage unemployment is a lack of jobs, and that it is fruitless to set up "employability" programs (such as MYEC). Such programs (even when they work) may merely substitute one youth for another in the employment queue with no net positive result on unemployment in the target population. This problem would be particularly acute during a recession as severe as the one that occurred during MYEC's operation.

Additional observations on MYEC. As discussed earlier, the MYEC program underwent substantial changes during the winter of 1981-82.

---

[3] The Office for Juvenile Justice and Delinquency Prevention's legislation limits its purview to juveniles. Because the project was sponsored by OJJDP, it had to serve juveniles.

Emphasis was shifted from a one-on-one personal counseling orientation, to a structured series of defined workshops accompanied by increased input from Educational Services. Since the evaluation covered the period of August 1981 to mid-February 1982, the follow-up essentially evaluated the early version of the MYEC program that the program personnel themselves had found unsatisfactory.

A second experimental evaluation of the MYEC project had been begun. A job readiness pretest covering the skills thought necessary for employment success had been developed by project staff. This instrument would have served not only as a experimental pretest, but as a check on the program's success in providing the skills it deemed important. This second experiment was to begin in October, 1982, but was delayed several times. It had begun on November 30, 1982, but the discontinuation of the project by the Office for Juvenile Justice and Delinquency Prevention aborted the second evaluation.

The loss of the second evaluation is unfortunate because of the major changes that the MYEC project had undergone. Accordingly, the evaluation presented here is an evaluation of the program in development, not as developed. We know that a MYEC program based on one-to-one counseling was not successful; we do not know if the project modifications produced a more successful set of interventions.

Evaluation Results for the Job Score Class

In the spring of 1982, the Job Score class was begun in four Milwaukee high schools. Together with the project staff, we attempted to implement two successive evaluations of the Job Score Classes. A preliminary experiment was attempted in all four schools, but the designs broke down in three of the four schools: control students were not pretested (or identified), and randomization was not actually implemented because randomization took place before students in the pool of eligibles were asked whether they wished to be in the class; many did not. In one of four schools randomization did take place, but in that school the collection of follow-up data at the end of the semester was incomplete. Of the 21 students assigned to treatment and 18 to control, complete data were only available on 12 (57%) of the treatment students and 7 (39%) of the control students. Results of such a follow-up are virtually uninterpretable. The data were analyzed nonetheless, and the treatment and controls did not differ on any outcome measure: Internal Control, Self-esteem, Interpersonal Competency, Rebellious Autonomy, Alienation, Attitude Toward Education, Employment Status, or Drop-out.

Having learned from their first experience, the experimental evaluation of the Job Score class in four high schools in the fall of 1982 was much better implemented. Randomization was carried out properly, and pretests on personality and job readiness skills were administered to all treatment and control students. Unfortunately, the experiment was terminated along with the project when OJJDP decided not to continue funding. The Milwaukee Public Schools were unwilling to complete the follow-up without the funding provided by OJJDP.

In short, we know little about the effectiveness of the Job Score class. This is particularly unfortunate because an enormous amount of careful work went into the development of its curriculum, and because of the interest the project's sponsor had shown in developing this aspect of the project. One of the goals of the Alternative Education Initiative was to develop innovative alternative educational approaches for youth; the Job Score curriculum seems to have been aimed at that goal.

Evaluation Results for the Return Center

The Return Center did not begin operation until January, 1982. At that time MYEC personnel were begining the follow-up of the MYEC experimental treatment and control subjects. This follow-up was not progressing well, and we recommended that MYEC focus its energies on completing the evaluation of the job counseling program aleady in progress. One good evaluation was judged to be more worthwhile than two bad ones. In addition, since the Return Center was a brand new intervention, we felt that it should be allowed to operate for some time and work the kinks out before being subjected to formal evaluation. Thus, no evaluation for the Return Center was designed for the spring of 1982.

During the August, 1982 conference, an evaluation of the Return Center was designed for implementation in the fall of 1982. The design involved tracking the first 125 referrals to the Center for both the first and second semesters of 1982-83 to see how many actually did re-enroll in some kind of schooling, and what kind of progress they had made by the end of that semester. A comparison would be made between the success of youth referred to MPS alternative education sites, and youth referred to CBO-sponsored training (mostly G.E.D. instruction). Since referral was largely based on geography--youth were referred to a program close to where they live--the design provided a provocative comparison of "official" alternative education versus CBO-sponsored alternative education.

The evaluation was never completed. The evaluation began well and was progressing nicely when the project's funding was discontinued. Pretest and background information on the first 125 referrals had been collected, and follow-up forms had been designed and approved by JVS, MPS, and the CBO referral sites. All information was being provided as requested. Because of the project's termination, we know nothing about the efficacy of the Return Center.

Recommendations

The evaluation of the JVS Alternative Education Project, and our interpretation of it, lead to the following recommendations:

1. The Job Score class appears to be a carefully developed curricular innovation worthy of dissemination and testing. Procedures should be established to examine its effectiveness.

2. Delinquency prevention projects involving individual counseling should be staffed with professionally trained counselors. Such counselors should, at a minimum, meet the guidelines or standards for counselors as laid out by the American Personnel and Guidance Association, the American Psychological Association, the Association of Marriage and Family Counselors, or the laws of the state within which the project operates. Paraprofessionals providing counseling services should be closely supervised by professionals. Counseling interventions should be rigorously evaluated. Funding agencies should require that

such minimum standards be adhered to by projects they sponsor.

3. Experimental research, should be conducted on the consequences of the employment of dropout and potential dropout youth. We should not have to rely on correlational methods to answer policy questions that would be better answered experimentally.

4. Experimental research should be conducted on the outcomes of returning dropout youth to school. We have long assumed that "the more education, the better." Some results presented here question this assumption. Under what conditions is it beneficial to return youth to an environment in which they met with failure and frustration?

5. Experimental research should be conducted on the net effects of job search assistance programs such as MYEC. Are employment slots filled more quickly, or with more productive personnel? Or do employment assistance projects simply rearrange the employment-seeker queue? What happens to the persons that would have landed the jobs? Is there any net benefit to society during a recession when there is a large labor surplus, and competition for jobs is fierce?

Epilogue

MYEC and the JVS project in general were exemplary in their willingness to subject themselves to rigorous evaluation. Evaluation is risky--it exposes oneself to the verification of failure. But this risk is mitigated when evaluation results are used to produce program improvement, and an ultimately satisfactory evaluation. This is the essence of the Program Development Evaluation process. It is unfortunate that the present report is a summative evaluation--it would have been better construed formatively.

It is much to ask of a newly conceived program that it demonstrate effectiveness in its first or second year of operation. Even private enterprise ventures routinely operate at a loss early in their history; this is considered normal, and unnoteworthy. Yet social service programs, addressing large problems in small ways, are expected to demonstrate efficacy almost immediately. There can be no place for sloth or useless projects; there can also be no place for pie-in-the-sky expectations for instant success in difficult areas. What is needed is systematic attention to the improvement of programs over time. Our nation must have the courage and commitment to provide the support that will allow program development to take place in a spiral of improvement over time. Projects to design, build, and test ballistic missle systems can take decades--why would less time be required to prevent youth crime?

References

Alwin, D. F. & Hauser, R. M. The decomposition of effects in path analysis. American Sociological Review, 1975, 40, 37-47.

Clark, K. B. & Summers, L. H. The dynamics of youth unemployment. In Youth Knowledge Development Report 2.9. Research on Youth Unemployment and Employability Development: The Youth Employment Problem--Dimensions, Causes and Consequences. Washington, D.C.: National Bureau of Economic Research, May, 1980. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402.

Comer, J. The education of inner-city children. Grants Magazine, 1980, 3, 20-27.

Cook, T. D., & Campbell, D. T. Quasi-experimentation. Chicago: Rand McNally, 1979.

Gold, M. Scholastic experiences, self-esteem, and delinquent behavior: A theory for alternative schools. Crime and Delinquency, 1978, 24, 290-308.

Gottfredson, G. D. Models and Muddles: An ecological examination of high school crime rates. Journal of Research in Crime and Delinquency, 1979, 16, 307-331.

Gottfredson, G. D., & Cook, M. S. A cognitive theory of person-environment interaction with implications for social control. In Program in delinquency and school environments: Program Plans, 12/1/82 - 11/30/84. Baltimore: The Johns Hopkins University, CSOS, 1982.

Greenberg, D. Crime and the age structure of society. Contemporary Crisis, 1977, 1, 189-223.

Greenberger, E. A researcher in the policy arena: The case of child labor. American Psychologist, January, 1983, 1, 106-111.

Greenberger, E., & Steinberg, L. D. Adolescents who work: Health and behavioral consequences of job stress. Developmental Psychology, 1981, 17, 691-703.

Hirschi, T. Causes of delinquency. Berkeley, Calif.: University of California Press, 1969.

Yamasaki, C. The Milwaukee Youth Employment Center. In G. D. Gottfredson (ed.), The School Action Effectiveness Study: First interim report (Report No. 325). Baltimore: The Johns Hopkins University, CSOS, 1982.

Table 1

Post-Randomization Checks on the Equivalency of the MYEC Treatment and Control Groups, 1982

	MYEC			Control			
	M	SD	N	M	SD	N	p
Age (years)	16.81	.67	247	16.70	.72	149	.10
Sex (male=1)	.67	--	252	.63	--	154	.30
Month enrolled[a] in program	3.90	1.58	252	3.98	1.52	154	.60
Days from enrollment to follow-up	219.79	34.94	184	215.63	44.00	98	.39
Interpersonal Competency	.89	.14	240	.88	.15	144	.58
Psychological Health	.73	.21	245	.70	.22	145	.21
Rebellious Autonomy	.61	.26	240	.69	.24	145	.006*

[a] The first month of the experimental evaluation (August, 1981) is coded "1," the second month (September) is coded "2," etc.

* Statistically significant.

Table 2

Mean Post-Test Psychosocial Development Scores
for MYEC Treatment and Control Groups, 1982

	MYEC			Contol			
	M	SD	N	M	SD	N	p
Interpersonal Competency[a]	-.01	.19	176	-.02	.19	101	.65
Psychological Health[a]	.02	.23	180	.05	.26	101	.26
Rebellious Autonomy[a]	-.02	.30	176	-.06	.28	102	.27
Attitude toward Education[bc]	2.79	.70	185	2.75	.71	108	.95

[a] Average change from pretest to posttest.

[b] Average rating for each item; scale for items ran from 1 - 5.

[c] This is an after-only score, ie., no pretest is available.

Table 3

Percentage of MYEC Clients and Randomly Equivalent Controls Reporting Favorable Employment and Education Outcomes

Outcome	MYEC	Controls	p
Employed	18	21	.68
In school	17	26	.10
Favorable outcome	36	47	.07
(N)	(172)	(106)	

Note. Source is response to the question, "What are you doing mostly?" Response rates to this item are nearly equal for the two groups: 68% for MYEC, 69% for the control group. Favorable outcome means the respondent was employed or enrolled in school (or both).

Table 4

Percentage of MYEC Clients and Randomly Equivalent Controls Reporting Various Current Activities at Follow-Up

Activity	MYEC	Controls	p
Working for pay	23 (166)	30 (90)	.27
Taking vocational courses	8 (159)	11 (85)	.57
Graduated from high school or completed G.E.D.	9 (196)	9 (114)	.99
Attending a GED program	25 (163)	39 (88)	.04
Enrolled in or attending high school	5 (157)	14 (81)	.02
Laid off from work	1 (155)	10 (81)	.002
Unemployed	69 (175)	57 (97)	.05

Note. Source of most percentages are responses to a multiple-option question, "What are you doing?" Respondents could mark as many alternatives as applied. In a separate question respondents were asked about high school graduation. N's differ from question to question because not all respondents followed the instruction to mark one response for each line in the multi-option question. Parentheses show the number of respondents to each item; total N for MYEC = 252, total N for control group = 154.

Table 5

Treatment and Control Group Comparisons on Employment Outcomes and Self-Reported Arrests, 1982

	MYEC			Control			
	M	SD	N	M	SD	N	p
Current hours worked per week	3.00	9.89	239	3.84	12.24	146	.46
Current weekly wage	11.54	33.72	187	17.00	43.78	109	.23
Total earnings last six months	174.58	592.38	189	160.76	509.05	112	.84
Hours worked full-time last six months	1.31	4.73	202	1.27	4.12	117	.95
Hours worked part-time last six months	1.92	6.34	202	1.77	5.18	116	.83
Current hourly wage	.58	1.50	192	.67	1.39	114	.57
Transformed current[a] hourly wage	.58	1.49	187	.72	1.69	109	.47
Transformed wages[a] last six months	.75	2.22	189	.92	2.36	112	.55
Number of times picked up by police, last six months	.27	.69	185	.39	.89	109	.18

[a] Because of extreme skewness in the earnings data, the hourly and total wage variables were subjected to a logarithmic transformation.

Table 6

MYEC Program Implementation Measures, August, 1982 to February, 1982

Implementation measure	Mean	Median	Mode	SD	Range	Received no treatment	
						N	%
Counseling contacts[a]	4.47	3.54	0.0	4.59	0-31	48	19
Educational services contact	3.43	0.20	0.0	8.96	0-60	171	68
Job referrals	1.58	0.43	0.0	2.69	0-21	129	51
Job placements	0.30	0.16	0.0	0.59	0-3	182	72

Note. N=252 for all measures.

[a] Includes personal meetings, and phone calls

Table 7

Direct Contributions and Incremental Validity of a MYEC Implementation Measure to the Explanation of Work Outcomes According to Parsimonious Causal Models

Predictor	beta	Increment to R^2	p for increment
Hours currently working per week (N = 198)			
Ethnicity (white = 1)	.19	.03	.009*
Age	.14	.02	.05*
MYEC participation	.16	.03	.02*
Weeks worked full-time in last six months (N = 169)			
Ethnicity (white = 1)	.24	.06	.001*
Month enrolled in program	-.21	.04	.006*
Age	.20	.03	.01*
MYEC participation	.02	.00	.75
Weeks worked part-time in last six months (N = 169)			
Interpersonal Competency	-.31	.10	.001*
Month enrolled in program	-.15	.03	.04*
MYEC participation	.15	.02	.04*
Log-transformed current wages (N = 155)			
Ethnicity (white = 1)	.17	.03	.03*
MYEC participation	.23	.05	.03*
Log-transformed total earnings in last six months (N = 157)			
Interpersonal Competency	-.23	.05	.003*
Ethnicity (white = 1)	.21	.04	.008*
MYEC participation	.16	.02	.04*

Note. The components of the overall MYEC intervention were implemented to different degrees for different members of the treatment group. The increment to R^2 for MYEC participation shows the proportion of the variance in each outcome accounted for by a composite measure of participation in various MYEC treatment components. MYEC was more fully implemented for students participating more fully in the various interventions. A positive beta for MYEC participation implies that persons who participated more fully in MYEC had higher scores on the particular outcome measure in question, net of measured pre-existing personal characteristics. Variables listed in each set above MYEC participation are those pre-test measures that significantly contributed to the prediction of each outcome.

* Statistically significant.

Table 8

Direct Contributions and Incremental Validity of a MYEC Implementation Measure to the Explanation of Psychosocial Outcomes and Arrests According to Parsimonious Causal Models

Predictor	beta	Increment to R^2	p for increment
Psychological Health (N = 157)			
Psychological health	.47	.22	.001**
Basic skills	.20	.04	.006**
MYEC participation	.10	.01	.14
Interpersonal Competency (N = 156)			
Interpersonal Competency	.18	.03	.02**
MYEC participation	-.04	.00	.58
Rebellious Autonomy (N = 155)			
Rebellious Autonomy	.40	.16	.001**
MYEC participation	-.13	.01	.08*
Re-enrollment in formal schooling (N = 141)			
Psychological Health	.24	.06	.005**
MYEC participation	.16	.03	.003**
Times arrested last six months (N = 158)			
Gender (female = 1)	-.20	.04	.01**
MYEC participation	-.12	.01	.13
Attitude towards Education (N = 156)			
Psychological health	.20	.04	.01**
Ethnicity (white = 1)	-.17	.03	.03**
Basic skills	.16	.03	.04**
MYEC participation	.13	.01	.10*

Note. The increment to R^2 for MYEC participation shows the proportion of the variance in each outcome accounted for by a composite measure of participation in various MYEC treatment components. A positive beta for MYEC participation implies that persons who participated more fully in MYEC had higher scores on the particular outcome measure in question, net of measured pre-existing personal characteristics. Variables listed in each set above MYEC participation are those pre-test measures that significantly contributed to the prediction of each outcome.

* Strong trend.
** Statistically significant.

Table 9

Direct Contributions and Incremental Validity of Participation in MYEC Treatment Components to the Explanation of Work Outcomes Controlling for Client Background and Pretest Measures

Predictor	beta	Increment to R^2	p for increment
Hours currently working per week (N = 198)			
Counseling	.06	.00	.44
Educational services	.08	.00	.25
Job referral	.00	.00	.99
Job placement	.24	.05	.001**
Weeks worked full-time in last six months (N = 169)			
Counseling	.04	.00	.91
Educational services	-.04	.00	.61
Job referral	.03	.00	.65
Job placement	.09	.00	.23
Weeks worked part-time in last six months (N = 169)			
Counseling	-.13	.01	.09*
Educational services	.34	.12	.001**
Job referral	.01	.00	.94
Job placement	.11	.01	.13
Log-transformed current wages (N = 155)			
Counseling	-.06	.00	.48
Educational services	.20	.04	.01**
Job referral	-.02	.00	.83
Job placement	.28	.08	.001**
Log-transformed total earnings in last six months (N = 157)			
Counseling	-.09	.00	.31
Educational services	.22	.05	.004**
Job referral	.13	.01	.08*
Job placement	.15	.02	.07*

Note. The increment to R^2 for participation in a MYEC component shows the proportion of the variance in an outcome accounted for by participation in that component. A positive beta implies that persons who participated in that component had higher scores on the particular outcome measure in question, net of measured pre-existing personal characteristics.

* Strong trend.
** Statistically significant.

Table 10

Direct Contributions and Incremental Validity of Participation in MYEC Treatment Components to the Explanation of Psychosocial Outcomes and Arrest Controlling for Background and Pretest Measures

Predictor	beta	Increment to R^2	p for increment
Psychological Health (N = 157)			
Counseling	-.05	.00	.51
Educational Services	.05	.00	.49
Job referral	-.01	.00	.93
Job placement	.16	.03	.02*
Interpersonal Competency (N = 156)			
Counseling	-.18	.03	.02*
Educational Services	.02	.00	.83
Job referral	.09	.00	.31
Job placement	.05	.00	.55
Rebellious Autonomy (N = 155)			
Counseling	-.07	.00	.38
Educational Services	-.06	.00	.44
Job referral	-.02	.00	.80
Job placement	-.10	.00	.18
Re-enrollment in formal schooling (N = 141)			
Counseling	.12	.01	.18
Educational Services	.23	.05	.001*
Job referral	.10	.01	.22
Job placement	.11	.01	.19
Times arrested last six months (N = 158)			
Counseling	.01	.00	.90
Educational Services	-.08	.00	.33
Job referral	-.03	.00	.74
Job placement	-.13	.01	.10*
Attitude towards Education (N = 156)			
Counseling	-.13	.01	.12
Educational Services	.07	.00	.39
Job referral	-.09	.00	.34
Job placement	.17	.03	.03*

Note. The increment to R^2 for participation in a MYEC component shows the proportion of the variance in an outcome accounted for by participation in that component. A positive beta implies that persons who participated in that component had higher scores on the particular outcome measure in question, net of measured pre-existing personal characteristics. The results for Attitude toward Education must be interpreted with special caution because this attitude was not measured at pretest.

* Statistically significant.

Table 11

Correlations between Extent of Participation in MYEC Project Components and Ethnicity (White = 1) (N = 238)

Treatment component	r	p
Counseling contacts	-.12	.04*
Educational services contacts	-.11	.04*
Job referrals	.01	.43
Job placements	.16	.006*

* Statistically significant.

Table 12

Direct Contributions and Incremental Validity of Explanatory Variables in a Model of Psychological Health at Follow-Up

Predictor	r	beta	Increment to R^2	p for increment
Statistically significant predictors				
Psychological Health (pre)	.41	.31	.17	.001*
Basic Skills Pretest	.26	.23	.04	.01*
Rebellious Autonomy (pre)	-.21	-.20	.03	.02*
Participation in formal schooling (concurrent)	-.23	-.17	.03	.04*
Concurrent variables not significant net of pre-test measures				
Hours per week currently working	.10	.07	.00	.37
Weeks worked full-time last six months	.05	.04	.00	.61
Weeks worked part-time last six months	-.01	.01	.00	.85
Logged current wages	.08	.08	.01	.28
Logged total earnings last six months	-.03	-.04	.00	.58

Note. The model was constructed by allowing significant pre-test or background predictors of Psychological Health at follow-up to enter the equation first, and then entering each of the concurrent work and schooling variables into the equation. Only participation in formal schooling significantly adds to the explanation of Psychological Health when pre-test measures are controlled for. Due to differential patterns of missing data, the models used to estimate the regression parameters for the non-significant regressors vary slightly from those for which the parameters are shown here. The differences are trivial. N's range from 132 to 156.

* Statistically significant.

Table 13

Direct Contributions and Incremental Validity of Explanatory Variables in a Model of Interpersonal Competency at Follow-Up

Predictor	r	beta	Increment to R^2	p for increment
Statistically significant predictors				
Interpersonal Competency (Pre-test)	.21	.21	.05	.01*
Participation in formal schooling (concurrent)	-.25	-.24	.06	.005*
Concurrent variables not significant net of pre-test measures				
Hours per week currently working	.09	.09	.01	.27
Weeks worked full-time last six months	.01	.03	.00	.75
Weeks worked part-time last six months	-.07	-.01	.00	.92
Logged current wages	.04	.07	.01	.38
Logged total earnings last six months	.06	.11	.01	.19

Note. The model was constructed by allowing significant pre-test or background predictors of Interpersonal Competency at follow-up to enter the equation first, and then entering each of the concurrent work and schooling variables into the equation. Only participation in formal schooling significantly adds to the explanation of Interpersonal Competency when pre-test measures are controlled for. Due to differential patterns of missing data, the models used to estimate the regression parameters for the non-significant regressors vary slightly from those for which the parameters are shown here. The differences are trivial. N's range from 131 to 155.

* Statistically significant.

Table 14

Direct Contributions and Incremental Validity of Explanatory Variables in a Model of Rebellious Autonomy at Follow-Up

Predictor	r	beta	Increment to R^2	p for increment
Statistically significant predictors				
Rebellious Autonomy (pre)	.40	.40	.16	.001*
Weeks worked full-time last six months	.15	.15	.02	.04*
Concurrent variables not significant net of pre-test measures				
Hours per week currently working	.14	.12	.01	.17
Weeks worked part-time last six months	.01	.01	.00	.85
Logged current wages	.09	.08	.01	.33
Logged total earnings last six months	.16	.12	.01	.12
Participation in formal schooling	.08	.12	.01	.15

Note. The model was constructed by allowing significant pre-test or background predictors of Rebellious Autonomy at follow-up to enter the equation first, and then entering each of the concurrent work and schooling variables into the equation. Only participation in formal schooling significantly adds to the explanation of Rebellious Autonomy when pre-test measures are controlled for. Due to differential patterns of missing data, the models used to estimate the regression parameters for the non-significant regressors vary slightly from those for which the parameters are shown here. The differences are trivial. N's range from 130 to 154.

* Statistically significant.

Table 15

Correlations between Personal Characteristics Measured at Pre-test and Follow-up with Number of Self-Reported Arrests

Personal characteristic	r	N
Measured at pretest		
Age	-.13*	285
Sex (female = 1)	-.22**	288
Ethnicity (white = 1)	.03	291
Month enrolled in program	.00	294
Basic skills test	-.01	179
Psychological Health	.00	283
Rebellious Autonomy	-.02	284
Interpersonal Competency	-.04	280
Extent of participation in MYEC	-.12*	287
Measured at follow-up		
Hours worked in past week	.11	273
Full-time employment	.04	292
Part-time employment	-.01	291
Log-transformed current wages	.00	269
Log-transformed total earnings last six months	.01	274
Re-enrollment in school	-.08	259
Psychological health	-.10	280
Rebellious Autonomy	-.04	277
Interpersonal Competency	-.14*	278

Appendix A

Items in Scales Used to Measure Psychosocial Development in the MYEC Evaluation

Psychological Health

Scoring	Item
-	Others see me as a loser.
-	It´s pretty tough to be me.
-	No matter what I do, it´s not going to make any difference.
-	I feel I do not have much to be proud of.
-	These days I feel I´m just not a part of things.
-	I don´t know whom I can count on these days.
-	I have little influence over what happens to me.
-	Good luck is more important than hard work.

Pretest alpha = .61
Posttest alpha = .59
Retest reliability = .40

Interpersonal Competency

Scoring	Item
+	I know how to get along with adults.
+	I am the kind of person who can make it if I try.
+	If I want to, I can explain things well.
+	Others see me as successful.
+	I like myself.
+	My friends regard me as a person with good sense.
-	I feel no one really cares what happens to me.

Pretest alpha = .45
Posttest alpha = .46
Retest reliability = .19

Rebellious Autonomy

Scoring	Item
+	What I do with my time is my own business.
+	I don´t like anybody telling me what to do.
+	I can get along just fine on my own.
+	What happens to me is my own doing.
+	Nobody has the right to tell me how to spend my money.

Pretest alpha = .49
Posttest alpha = .49
Retest reliability = .39